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ABSTRACT

The fourth volume in a series, this publication describes new college courses and programs in women's studies as of November, 1973. The author selected courses which are innovative; provide significant assistance through organization, bibliography, or project suggestions to women developing their own courses in the area; extend rather than repeat material already available in the first three volumes; and indicate the geographic and institutional diversity of women's studies. Course descriptions on Third World women in non-Western societies are included. Following a brief introduction, the book outlines courses in female studies in the following areas: interdisciplinary courses; humanities and arts; classics; history; literature; philosophy; speech; theology; anthropology; economics; law; political science; psychology; sociology; child development; education; journalism; and social work. Course descriptions include a brief statement of rationale and major goals and lesson plans stressing course concepts, topics, and assignments. The book concludes with additional lists and short descriptions of women's studies programs. (Author/RM)

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FEMALE STUDIES VII

GOING STRONG
NEW COURSES/NEW PROGRAMS

Editor: Deborah Silverton Rosenfelt

SO 009 609

The Clearinghouse on Women's Studies
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The Clearinghouse on Women's Studies
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Introduction

The growth of women's studies in the past two years has been phenomenal.[1] In 1971, when Female Studies III (the last volume in this series with similar content) was published, there were about 600 courses, about twenty programs. There are now well over 2000 courses and over eighty programs. Geographically they range in the United States from Orono, Maine to Honolulu, Hawaii, and there is a small but growing number of courses in the United Kingdom and Canada. In editing this volume I examined descriptions of some thirty programs and syllabi for over 200 courses.[2]

Courses

My criteria for the selection of courses were initially these: (1) would the syllabus provide significant assistance, in organization, bibliography, project suggestions, etc., to women developing their own courses in the area? (2) would it extend rather than repeat material already available, especially in the first three volumes of Female Studies? (3) would its origin help indicate the geographic and institutional diversity of women's studies? (4) was it innovative, in perspective, materials, methods, structure, etc.?

The second criterion means that this volume must be read in conjunction with the earlier ones for an accurate sense of the scope of women's studies. In applying it I regretfully eliminated some excellent syllabi, particularly for broad departmental courses in History of Women and Sociology of Women, both well-represented in preceding volumes.[3] (History, like Literature, is probably over-represented here anyway; but it is in these two disciplines that the most diverse and innovative courses seem to appear.)

Another criterion evolved as I worked: does the syllabus suggest the diversity of women--in terms of class, race, culture, nationality? Most of the courses generally available in the past have focused on women in America, particularly

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[1]Readers seeking an analysis of the reasons for this growth should read Florence Howe and Carol Ahlum, "Women's Studies and Social Change," in Academic Women on the Move, ed. Alice Rossi and Ann Calderwood (New York: Russell Sage, 1973), pp. 393-423, and Howe, "No Ivory Towers Need Apply," Ms. (Sept. 1973), pp. 46 ff.

[2]In an attempt to give as current a selection as possible, I automatically eliminated all but one course antedating 1972; the 200 course descriptions, then, are from relatively recent courses.

[3]Some that I particularly regret are Sex in History, Doris Ladd, University of Hawaii; two courses in Women in American History and History of Feminism in America from Mary Aickin, University of Washington; a three-semester sequence on Women in Western Civilization from Judith Ochshorn, University of South Florida; Sex Roles in a Changing Society, Barrie Thorne, Michigan State University; Women in the Social Order, Chris Bose, Peggy Marini, Laura Morlock, Carol Weisman, Johns Hopkins University. There were many others.

white middle-class women. Most still do, though the introductory, interdisciplinary syllabus almost inevitably includes a section on cross-cultural studies, a section on working women, and/or a section on Third World women. It seemed, to me, though, that there was a special need for materials on Third World women and women in non-Western societies, so I included most available course descriptions in this area: Women in Contemporary Society; Cross-Cultural Studies: Women in Revolutionary Societies (the only course antedating 1972); La Chicana in the United States; Women in African History; American, Indian, African Women; Race, Sex, and Ethnic Groups in America; Black Matriarchy; Status of Women in Various Political-Economic Systems; and, its innocuous name,notwithstanding, Images of Women in Literature. Rayna Reiter's thorough bibliography, Anthropological Perspectives on Women, includes references to women throughout the world.

In some instances I could not meet my criteria so well as I had wished. There are, for example, no courses from other than traditional academic institutions (though these range from the two-year community college to the graduate school), and there are no how-to courses: self-defense, auto mechanics, and so on. In each case, these omissions were the result, not of choice, but of the absence of material. These courses exist, and we have listings for some; but either they do not lend themselves to the fine art of syllabus-making, or, the most likely explanation in the first instance, their originators have chosen to work outside the communications network of academia.

Two other omissions require an explanation. I included no courses in foreign language and literature because a forthcoming volume, edited by Sidonie Cassirer for the MLA Commission on the Status of Women, will be devoted exclusively to that topic. And there are no courses at the high school level, because High School Feminist Studies, a collection of high school materials, bibliography, and syllabi edited by Carol Ahlum and Jacqueline Fralley will soon be available from The Feminist Press.

In spite of these omissions, the courses included here, taken altogether, are representative of the ongoing development of women's studies in academic institutions throughout the United States--not to mention Canada and the United Kingdom. But they are not always proportionally representative. For example, I had one syllabus each in Classics, Film, Law, Music, and Journalism; I included all of them. I had two in theology, two in Social Work; I included all four. Lise Vogel sent not only a syllabus on Women, Art, and Feminism, but a thoughtful essay and lengthy bibliography; knowing the scarcity of such materials, I included all of it.

In order to provide a more accurate picture of the overall status of women's studies on the campuses than the courses here would suggest on their own, I have analyzed the offerings for one academic year, 1972-1973, listed by institution in Guide to Female Studies, II and III (The Feminist Press: October, 1972 and Summer, 1973). All the college courses listed in Guide III, and the 1972-1973 courses in Guide II, are included in the following breakdown. The sample is not exhaustive, but it is large enough to be representative--765 courses in all.[4]

[4]Complete information on courses offered since the inception of women's studies will be available in the directory, Who's Who and Where in Women's Studies, forthcoming from The Feminist Press in Spring, 1974.

INTERDISCIPLINARY	
Introductory, Overviews, Perspectives	28
Interdisciplinary Treatments of Special Themes (Feminism, Sexuality, etc.)	31
Research seminars, Independent Work	11
Total	70
HUMANITIES AND ARTS	
Interdisciplinary	11
Arts, Visual and Performing	25
Classics	4
History	95
Literature	147
Media, Popular Culture, Communications	12
Philosophy	10
Speech, Rhetoric	8
Theology	5
Writing	10
Total	327
SOCIAL SCIENCES	
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Anthropology	23
Economics	14
Ethnic Studies	13
Law	14
Political Science	26
Psychology	49
Sociology	115
Total	274
SCIENCES	
Biology	5
VOCATIONAL/PROFESSIONAL/APPLIED	
Education	32
Health Sciences	14
Home Economics, Child Care, etc.	11
Journalism	1
Law	7
Library Science	1
Management	3
Physical Education	8
Publishing	1
Science (Women in)	1
Social Work, Social Welfare	4
Vocational Guidance, Counseling	4
Total	80
MISCELLANEOUS (Consciousness-raising, How-to, etc.)	9

As when Female Studies III was published, the largest categories are still History, Sociology, and especially Literature, along with a consistently large group of interdisciplinary courses. But Education and Psychology are increasingly well-represented, and Political Science, Anthropology, and Law are making gains. A hopeful development is the increase in courses in the area of Health Sciences, Home Economics, etc., which focus on issues ranging from Human Sexuality and the pragmatics of contraception and abortion to Child Care and Alternate Life Styles. These trends, on the whole, were reflected in the syllabi from which I actually made my selections. (Some of these are included in the data base; others are new courses offered during the 1973-1974 academic year.) I had 41 syllabi to choose from in Literature, 33 in History, 25 in Sociology, 18 in Psychology, 11 in Education. Again, then, these were the largest categories, and, except for History and Sociology, in the same order as in the larger sample.

Such statistics, of course, tell us little about the content, method, or atmosphere of the courses themselves. Nor is this the place for a detailed analysis of these concerns.[5] But I do want to make several observations which seem especially important. First, if anyone still has fears about the "academic validity" of women's studies, those fears may once and for all be laid to rest. The proliferation of specialized or advanced courses,[6] particularly in Literature and History, but in other fields as well, itself bears witness to that validity: obviously the broad interdisciplinary course, or the broad disciplinary one, is no longer enough to encompass the work to be done, the materials to be studied. Instructors and students feel the need to focus on more concentrated areas, to ask more specific questions: Was Shakespeare a chauvinist, does it matter, and if so, to whom? Can sex be used as the basis for concerted political action? To what extent is there/should there be a female/feminist art? How much power do black women really have and how is it exercised? Specialization may take the form of a thematic focus, exemplified by but certainly not limited to the increasing number of courses examining feminism per se: Feminism as a Contemporary Social Movement, Rhetoric of Feminism, Feminist Politics, Feminist Thought Workshop. Or it may involve concentration on women of a particular class, or race, or era: Black Matriarchy, La Chicana, Woman as Intellectual in Modern European History. A promising variant on the latter approach encourages students to research local but often neglected materials on women in their institutions geographic area: Boston Women in the Progressive Era, for example, or the project assignment for the Nineteenth Century Woman Movement.[7]

The trend toward specialization exists, of course, side by side with the interdisciplinary perspective characteristic of women's studies since their inception. The coexistence of these two approaches provides the field generally with both scope and depth. Obviously, though, the range varies with the institution. Instructors who wish to offer more specialized courses at schools lacking introductory ones often feel frustrated at having to spend

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[5]For such a detailed analysis, see the two essays cited in Note 1 above.

[6]It is my impression that courses at the graduate level are also increasing, but syllabi and course listings do not always include this information, so an accurate count was not possible at this time.

[7]At the University of Alabama, the entire women's studies program is being planned with a consciously regional orientation. It will eventually include a center housing a variety of materials for research on Southern women.

course time on basics. Not surprisingly, the broadest spectrum of courses, from the general and introductory to the more specialized and/or advanced, is to be found at institutions with well-developed programs. That fact explains the inclusion here of more than one course from several such schools: SUNY, Buffalo; SUNY, College at Old Westbury, the University of Michigan; the University of Pittsburgh; and San Jose State University.

Women's studies courses, moreover, are characterized by a thoughtful structuring of topics, by lengthy yet selective reading lists--not infrequently including unpublished papers and manuscripts; by a careful articulation of the questions to be raised, often with a sophisticated conceptual framework; and by consistently high demands on the time and intellectual energies of both students and instructors. Many of them call for original research; virtually all require papers and/or projects. Few are simply lecture courses; time and again, the emphasis is on student participation, student responsibility--sometimes for selection and organization of materials, sometimes for reports, panels, project presentations, often for discussion or work in small groups. This emphasis no doubt reflects the connection of women's studies with the women's movement at large--its dislike of authoritarian techniques, but more, its sense that each woman is, at least potentially, an intelligent, productive, responsible being, capable of genuine contributions to the work of the group.

And at least part of the work in many of these classes is group-oriented. Individual competition for grades is de-emphasized, replaced by a stress on the cooperative production of useful materials, or some form of cooperative participation in both learning and teaching. Many syllabi suggest that projects be done in groups. In other classes--such as the introductory course at Buffalo, the economics course at San Diego, and the Women's Biography class at Sonoma State--the course is taught collectively, in the latter instance entirely by students who have taken the class in preceding semesters. The essay by Joan Borod, Susan Dorsky, Carol Hull and Ellen Keller of Case Western Reserve University, discusses the use of a collective methodology in class evaluation--an issue that will be of increasing concern in the future of women's studies. Again, the stress on cooperation rather than competition suggests the link between women's studies and feminist belief.

Obviously, many courses are more traditional in method. But one generalization I would risk: the quality of student performance in women's studies classes is unusually high. Perhaps that is because the work done in them is real work, for a real audience, not just another academic exercise. I have seen original research papers, excellent annotated bibliographies, almost professional curricular units for teaching women's studies in the public schools, imaginative and careful creative work, social histories based on interviews with members of the student's own family and additional research on the period. These courses, then, are exploring new methodologies, raising and answering new questions, and making available a wealth of new materials. Across the country, students and teachers in these classes have a sense of involvement in a collective endeavor--to discover women's history, their past; to understand their condition in the present; to play an active role in shaping the future.

Finally, without any relaxation in their demands, many of these courses are committed to the idea that the affective is a vital part of learning, and that learning itself will therefore have an impact that reaches beyond the classroom. Women's studies, since their beginning, have challenged the notion that scholarship is or can be "objective," that learning should be a sponge-like exercise in "enrichment" without any expectation that lives will be changed by it, or institutions questioned. This issue has been thoroughly discussed elsewhere,[8] so I need not exhaust it here. But the belief that the subjective experience matters, that lives will be changed, that social and political institutions will be challenged, is reflected in these descriptions in several ways. Some instructors make this assumption explicit in their statements--the one from the introductory Adult Education course at the University of Wales, for example, or Education of Women in Historical Perspective, from Cornell. Most frequently, it emerges in the assignment for a Journal: a "general recording . . . of your reactions to what you see-hear-feel going on about you in relation to women" (Images of Women in Music); or "a cumulative record of your cognitive and affective learnings" (Perspectives on Human Sexuality). These assignments are not substitutions for hard study and serious thought; rather they stress the seriousness of the academic endeavor by allowing the student to integrate what is learned in the classroom with what is lived outside. And some courses require projects that will formulate and even implement strategies for social change. Students are asked to design curricular units in women's studies, to initiate consciousness-raising groups, to create non-sexist worship services, to write non-sexist children's books or devise methods for persuading publishers to eliminate stereotypical sex roles from their publications, to investigate cases of sex discrimination at their own institutions. These classes, then, do not stop with the personal, though unlike traditional college classes, they may stop for it.

In summary, the typical women's studies course is likely to provide for at least one, and often all, of the following: self-actualization and consciousness-raising; the feminist reinterpretation of "received doctrine" and familiar materials, or the discovery or creation of new or neglected materials; and the formulation of strategies for social change. They foster an understanding of both self and world, and the capacity to act on that understanding in a context larger than the classroom. And, judging from conversations and correspondence with teachers and students across the country, there is a final quality that many of them have in common: a sense of excitement, of discovery, of commitment, of the importance of the work in which the class is engaged. These courses seem to matter to those who are teaching and taking them, to matter profoundly; that alone may make them almost unique in academia.[9]

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[8]See the two articles cited in Note 1, the essays in Female Studies VI (The Feminist Press, 1972), and the essays in College English (May 1971, October 1972).

[9]One word of caution. I cannot vouch for the current accuracy of instructors' institutional affiliations as listed here. For one of the continuing problems faced by women's studies is the contingent basis on which many courses are offered. Many are taught by graduate students, or by part-time instructors, and when they depart, as both are rather likely to do these days, the course often departs with them. Since these courses were typed in final form, I have learned of three instances where the instructor is no longer connected with the specified institution. I am sure that there are others. One of the things that women's studies programs can do is to correct this situation by ensuring the continuation of important courses in the curriculum--and of instructors in their jobs.

Programs

This book includes a list of women's studies programs as of November, 1973: 83 in all, at community colleges, four year colleges, universities. Several others--at least five--are in the planning stages. This flowering of programs is as impressive as the proliferation of courses: in one respect, more so, for while it is relatively easy to institute a new course, it is quite a different matter to organize and win acceptance for a program. As Howe pointed out in the Ms. article cited above, a program is inherently a political unit; and it requires an outlay of institutional support--office space, services, funding, released time for teaching and coordination. The spread of programs, then, is a testament to the commitment, hard work, and strategic skill of the scores of women and men who organized them.

Two years ago (as noted in Female Studies III) the geographic distribution of programs followed in the path of the women's movement along the East and West Coasts. The great majority are still concentrated in East and West: 21 in the Northeast (14 in New York, all but one of the rest in Massachusetts); ten in the Mideast; 34 in the far West (21 in California alone). But the Midwest now offers 14 programs; the South, at least three. The earlier programs, with two exceptions,[10] are thriving; an examination of recent materials from some of those included in Female Studies III (Buffalo, Cornell, Pittsburgh, Cambridge-Goddard, the Five Colleges in Massachusetts, Sacramento and the University of Washington) revealed generally an expanded array of course offerings, an increased number of core faculty, and such structural evolutions as the establishment of the Women's Studies College at Buffalo and an officially recognized minor at Sacramento.

At eleven institutions a student may now graduate with a major in women's studies.[11] Eight programs offer minors or concentrations; five, M.A.'s and one, a community college in Southern California, an Associate of Arts. Most programs do not offer degrees. At some, this is a conscious choice, designed to avoid energy-draining entanglements with bureaucratic red tape and to stave off hardening of the arteries in terms of requirements. At others, like the programs at California State University, Humboldt, and the University of South Florida included here, that option is held in reserve for the future.

In spite of this diversity, however, I decided early to emphasize courses rather than programs in this collection. The programs in Female Studies II and III provide material that is more analytic of the purposes and goals of women's studies, and more informative about the political struggles involved in their establishment, than most of the statements, often little more

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[10] The programs at the University of California, San Diego, and CUNY, Richmond have had more than their share of internal political dissension.

[11] Since few programs exist as separate departments, most of the B.A.'s are either individually structured by the student (as are the M.A.'s at George Washington, Cambridge-Goddard, and San Jose), or are offered in conjunction with a B.A. from an existing School or Department of which the women's studies program is a part. The programs at the College of Old Westbury and the University of Hawaii included here represent the latter type.

than brochures, from newer programs. These earlier programs were consciously pioneering new territory. Most of the women who initiated them came out of the anti-war movement, or the women's movement, or both. They brought with them their political perspective and their activist commitment. Most believed that women's studies programs should be far more than a body of courses; they should contribute to the work of the women's movement in other ways as well, at least by improving the status of women on campus and providing needed services to campus and community women in the form of consciousness-raising groups, day care, and counseling.

They were concerned primarily with three overarching issues: the program's governance, its structural relationship to the institution, and its responsibility and responsiveness to the larger community. Generally, they argued that the governance of programs should reflect feminist ideology: collective or democratic decision-making rather than hierarchy; maximal student participation, sometimes student control, in formulating goals and policy, in developing the curriculum, even in sacrosanct matters like the hiring of personnel. Women in the community should be involved, they felt, not only as the recipients of benevolently-provided services, but as shapers of policy, or, more often, as teachers--whether or not they possessed traditional academic credentials. To implement these beliefs the programs would require considerable autonomy within the institution. The question of separatism was hotly debated: should women fight for an independent program, with its own faculty and course offerings, or could they evolve a structure that would provide the necessary autonomy while infusing courses and faculty throughout the institution?[12] Often, as they attempted to implement their beliefs, the organizers found themselves locked in a fierce struggle with the administration. Their program rationales, emerging out of this context of debate and struggle, were often persuasive manifestoes; their histories, detailed analyses of their endeavors.

Many programs are still engaged in tactical struggles for support from their institutions. And the issues that occupied early program planners are far from dead--as recent women's studies conferences on the East and West Coast demonstrated. But my impression is that most of the new programs have dealt with, or avoided, them in pragmatic ways. In governance, most have preserved the ideal of collectivism in modified form--a board or council or committee with representatives from various segments of the campus community, but have opted against leaderlessness, electing or appointing one or two women as coordinators. Important decisions are usually made by the board; the coordinator's functions are primarily administrative. The typical structure is triangular, with power distributed along the base and middle levels, rather than concentrated at the peak.

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[12]For a more exhaustive discussion of these issues and other concerns relating to programs, see the Howe and Howe and Ahlum articles cited in Note 1. Lora H. Robinson, Women's Studies: Courses and Programs for Higher Education (ERIC/Higher Education Research Report No. 1, 1973) provides a more general overview. Another source is K. Anne Dempsey, "A Humanist Looks at Women's Studies . . ." A Report Submitted to the National Endowment for the Humanities and the Board of Trustees of the Junior College District of St. Louis-St. Louis County (October 1973). Dempsey traveled to ten programs throughout the country to compile this lively account; readers may obtain a copy by writing to her at Florissant Valley Community College, St. Louis, Mo. 63135. Cost: $2.00.

In the relation of programs to their institutions, neither rigid separatism nor complete assimilation is the pattern. To avoid the isolation of women's studies in small pockets of feminism apart from the rest of campus life, most programs do encourage the spread of courses and faculty throughout the various departments. But to ensure at least a measure of autonomy in hiring, allocating funds, shaping goals and policy, most have evolved independent core structures of some sort, that can also offer courses unavailable elsewhere on campus.

Several of the programs included here casually mention the existence of Women's Resource Centers on or near campus. My impression is that the responsibility for such services is increasingly assumed by segments of the campus community other than the women's studies program per se--not infrequently, the Women's Caucus or Union. These Centers and other services do frequently benefit community women. But on the whole, while programs or women's groups on campus may reach out to the community, through courses and services (the main function of Continuing Education for Women), the lines of communication and influence do not so frequently run the other way.

More recent materials from programs tend to be less detailed, less analytic, and less passionate than their predecessors. Perhaps that is an indication of the increasing acceptance of women's studies programs as legitimate presences on campus. It certainly suggests a relaxation of the pressing need of the pioneers to communicate with other women about their struggles for recognition. But it may also indicate a certain falling off from their deliberate insurgency.

Many of the newer programs emerged, not from the coordinated efforts of a coalition of women implementing a developed body of political beliefs, but from the coalescence of individual courses initiated independently by faculty women or men whose main interest was, at least at first, a scholarly one. Frequently their feminist perspective evolved from teaching and research rather than prior movement ties. The more recent program descriptions emphasize traditional academic concerns: faculty credentials, requirements for a major or minor, and course listings. Often these listings are impressive in their length and variety, and, increasingly, their coherence. The statements from California State University, Humboldt, and the University of South Florida included here particularly stress the need for integration in course offerings.

Perhaps we can be grateful that the embattled tone of earlier program materials is no longer quite so necessary. But lists of courses and placid descriptions of established programs do not make for especially interesting reading. Accordingly, I have included only twelve programs here, most of which do confront some of the ongoing issues and acknowledge the larger social functions of women's studies. In selecting these twelve, I have tried to represent the diversity of programs. The one at the University of Delaware is not, strictly speaking, a women's studies program at all, but rather a special interest residence hall; to my knowledge, it is unique.

Three, including the one in Continuing Education for Women,[13] are located in community colleges. Two offer the M.A. (at Sarah Lawrence, the M.A. is one part of a pgogram which also includes undergraduate and reentry students); two, the B.A.; and one, a minor. The rest are non-degree programs.

Four of these programs do include fairly detailed rationales. Of these, Wayne State's argues the separatist position; Humboldt's and the University of South Florida's make persuasive pleas for the infusion of courses throughout the curriculum:South Florida's articulates the belief that eventually the materials and the nonsexist attitudes of women's studies must be extended to all segments of the curriculum. Only the rationale from Wayne State affirms the ties of women's studies with the women's movement; the statement from the University of Pennsylvania is perhaps most explicit in its vision of the program as an agent of social change. This last assumption, of course, no matter what appears or fails to appear in print, is inherent in the very existence of women's studies programs everywhere.

One promising development in women's studies is interinstitutional cooperation. The Five College Consortium in Western Massachusetts--ranging from the small liberal arts college of Hampshire to the University of Massachusetts with its 24,000 student body--paved the way for a program that has thrived since its beginning three years ago. Students may cross-register for classes between institutions, accessible through an extensive bus service. Cooperation has enabled diverse course offerings, team teaching by instructors from the different schools, and faculty exchanges. A similar effort is now underway in Mid-state New York, through the Hudson Valley Association of Colleges and Universities, with members ranging from Vassar College to the Culinary Institute. A Women's Studies Steering Committee of representatives from each college in the Association pooled their resources to compile a cooperative course listing, a collection of syllabi, and information on library materials, speakers, and jobs. Students at these schools may also cross-register for courses.[14] These two examples do not really constitute a trend but they do offer a potentially powerful model for other programs in the future.

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[13]A word about Continuing Education for Women. I received descriptive material on such programs from a number of institutions--Irvine University, UCLA, the University of Indiana, and the University of Missouri in particular responded generously to my request for information. I had originally planned to include more courses in CEW than the one from the University of Wales, and at least one more program description. Space limitations determined otherwise. And I realized increasingly as I worked that CEW requires a volume of its own: the work of these programs is impressive in scope and quality; the number of women who are affected, great. This area should be treated with the thoroughness it deserves, by an editor qualified to assess the merits of CEW programs and provide some insights into the academic and political issues they raise. There is informative material on the subject in the Dempsey report cited above; in Jean W. Campbell, "Women Drop Back In: Educational Innovation in the Sixties," in Academic Women on the Move; and in Janet Riddell and Sam Bingham, "Continuing Education: The Older,Wiser Student," Ms. (Sept. 1973).

[14]This information came from Jackie Pritzen, Coordinator, Five College Consortium, and Sherry Penny, Associate in Higher Education, N.Y. State Education Department, in presentations at the Conference on Women's Studies in Post-Secondary Education, co-sponsored by the N.Y. State Education Department, Office of Higher Education Management and Teachers' College of Columbia University, October, 1973.

The next obvious step for women's studies in higher education is to begin a systematic evaluation of their impact. One measure of their effect will be the extent to which they can assist public school teachers to bring nonsexist materials and teaching techniques into their own classrooms. For it is in the elementary and secondary school classrooms that education for social change must begin.[15] The effect of women's studies on other institutions--legal, economic, political, religious, social--and especially on deeply-held cultural attitudes, will be harder to assess. But it will be greatest if women's studies programs can fulfill their unique potential as agents for change. They can bring together numbers of women and men with a wide range of knowledge, skills and experience to discuss goals and directions; to evolve ideology and strategy; to work toward changing the patriarchal attitudes and institutions that we teach and learn about in our courses. It is the energies of such women and men, working patiently to implement their vision of a more humane and equitable society, that account for the unquestionable vitality and strength of the women's studies movement.

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[15]Efforts in this direction are well under way, in school districts in Berkeley, Kalamazoo, Ann Arbor, Princeton, etc. The growing number of courses on sexism and education in Schools of Education throughout the country, and such projects as the one on In-Service Education and Curriculum Development at SUNY/Old Westbury suggest the role that higher education can play in facilitating such efforts.

Teaching Collective
Women's Studies College

State University of New York,
Buffalo
Fall, 1973

WOMEN IN CONTEMPORARY SOCIETY

Women in Contemporary Society is instructed by a group of women who form a teaching collective. Women in this collective have general agreement on a set of goals by which we carry out all our work in the classroom and in Women's Studies College. We feel that these goals help us bring the principles of the women's movement to all facets of our work; for example, offering non-authoritarian education that speaks to the realities of women's lives. The teaching collective is comprised of women who have begun to experience their oppression in a deep and immediate way and understand its full social context. This means that the course is taught by women from the university and the larger community who do not necessarily hold traditional academic credentials but have the best qualifications to teach the course.

The course is taught in sections of 20 women in a discussion group. The collective chooses teams of two women to instruct each session. However, since the experience of every woman is a valid contribution to the class, the instructors function mainly as resource people and guiders of discussions. Finally, each collective is responsible for reevaluation of the goals and the syllabus each semester.

Texts:
Liberation Now, Babcox and Belkin (Dell)
The Black Woman, Toni Cade (Signet)
Introduction to Marxism, Emile Burns (International)
The Dialectic of Sex, Shulamith Firestone (Bantam)
Other assignments-handouts

I. WHO ARE THE WOMEN OF AMERICA AND HOW DO WE FEEL?
This section is divided into 3 classes. There are specific required readings for each class, which are listed below. For each class there is also a list of readings, from which articles will be chosen by the women in each class. As the backgrounds of people in the class are various, the articles read will be arranged to meet the particular interest in each class.

Class 1:
1. "Woman and Her Mind: The Story of Everyday Life," Meredith Tax (New England Free Press, 1970)
2. "The Common Woman," by Judy Grahn, in Rising Tides, ed. Chester and Barba, pp. 281-286)
3. "It Just Happened," by Lynn Jones (Women: A Journal of Liberation, Winter 1971, pp. 5-6)
4. "It Hurts to be Alive and Obsolete: The Ageing Woman," Zoe Moss (Sisterhood is Powerful, p. 170)

Choice articles:
1. "Notes of an Old Gay," Everywoman, Aug. 9, 1971
2. "On Feeling Superior to Other Women," (Women: A Journal of Liberation, vol. 2#3)
3. "Prostitutes," Marlene Madle (Women's Liberation: Blueprint for the Future, ed. Sukie Stambler)

Class 2:
1. "Why Women's Liberation Is Important to Black Liberation," Maxine Williams (Feminism and Socialism, ed. Linda Jenness)
2. "An Ojibwa Woman in the City," Edna Manitowbi (This Magazine is About Schools)

Choice articles:
1. "On the Job with a Black Secretary " (Triple Jeopardy, vol. 2 #3)
2. "Chicanas Speak Out - New Voice at La Raza," Mirta Vidal (Feminism and Socialism, pp. 48-57)

Class 3:
1. "Slumming it in the Middle Class," Ginny Berson (The Furies, vol. 1 #3)
2. "Not Only Trees Grow in Brooklyn " (Up From Under, Aug/Sept. 1970, p. 19)
3. "Over the Counter," Linda Lane (Up From Under Jan/Feb. 1971)

Exercise: By what factors can you identify what class you are from? What are the most significant ways that your class has affected your life, materially (your neighborhood, type of job you can get, etc.) and ideologically (feelings of inferiority/superiority, expectations of meaningful work, etc.)? Do you think your class position is static or might change?

Choice articles:
1. "Letter from a Welfare Mother " (Women: A Journal of Liberation, vol. 2 #3)
2. "Storybook Lives: Growing Up Middle Class," Ellen Maslow (Liberation Now, p. 171)
3. "Somehow We Survive," Norma Ortiz (Up From Under, vol. 1 #4, p. 29)
4. "We May Not Have Much But There Are A Lot Of Us " (Leviathan, May 1970, p. 10)

II. SOCIAL REALITIES: "FEMININITY" AND US

A. "FEMININITY": BIOLOGICAL OR SOCIAL?
1. "Psychology Constructs the Female, or the Fantasy Life of the Male Psychologist," Naomi Weisstein (Liberation Now, p. 267)
2. "Spooking Spock " (Off Our Backs)
3. "Women as a Minority Group," Helen Hacker (Masculine/Feminine, ed. Roszak and Roszak, pp. 130-148)
4. "Sex and Sexuality," Hope Thompson (The Ladder, March, 1972, pp. 4-12, 14-16)
5. "A Comparative View," Karen Sacks (Sisterhood is Powerful, pp. 455-460)
6. "The Politics of Fear," Kate Millett (Sexual Politics, pp. 28-33)

B. INSTITUTIONAL FORCES
1. "Women in Prison," Kitsi Burkhart (Ramparts, vol. 9 #1, p. 20)
2. "View from the Doll Corner," Kathleen Barry (Women: A Journal of Liberation, Fall 1969, p. 26)
3. "Sports is Unfair to Women," Bil Gilbert and Nancy Williamson (Sports Illustrated, May 28, 1973)
4. "The Art of Maiming Women," Donna Keck (Women: A Journal of Liberation, Fall, 1969, pp. 40-42)
5. "Religion Speaks About Women," ed. Dorothy McCarrick

C. IDEOLOGY: THE HISTORICAL AND MATERIAL SOURCES OF IDEAS
1. Introduction to Marxism, Ch. 2 (pp. 10-23), Emile Burns
2. "Some Thoughts Concerning Basic Assumptions of Dialectical Materialism," Elizabeth Kennedy and Margaret Small
3. "Ruling Class and Ruling Ideas," Karl Marx and Frederick Engels (The German Ideology, pp. 64-68)
4. "Impudent Lasses," Sheila Rowbotham (Women, Resistance and Revolution, pp. 15-35)
5. Written exercise due: What social forces and instutions have had the greatest effect on your ideas of what it means to be a woman?

D. HISTORICAL PERSPECTIVES

Class 1: The American Experience

1. "American Feminism: 1843-1920," Deborah Woodrofe (International Socialist Review, March 1971)
2. "Reflections on the Black Woman in the Community of Slaves," Angela Davis (The Black Scholar, Dec. 1971)
3. "Conditions of Working Women in the Late 19th and Early 20th Centuries," Meredith Tax (Women: A Journal of Liberation, vol. 2 #3)
4. "Patterns of Work and Family Organization, Buffalo's Italians," Virginia McLaughlin (Journal of Interdisciplinary History, Autumn 1971)

Class 2: Origins of women's oppression

1. "Synopsis of The Origin of the Family, Private Property and the State, Chapter 2," Gloria Kosinski and Jan Root
2. "Historical and Critical Essay for Black Women in the Cities," Patricia Robinson and Group (Black Women, pp. 198-210)
3. "Male Supremacy: Private Property and The Family. A Critique of Engels," Carol Giardina (Radical Therapist, Aug/Sept. 1970)
4. "The Myth of Women's Inferiority," Evelyn Reed (New England Free Press pamphlet)

III. WHO BENEFITS AND HOW: THE STRUCTURE OF MALE SUPREMACY AND CAPITALISM

A. SEXUALITY

Class 1: Myths and Realities

1. "Sexuality," Jane deLong, et. al. (Our Bodies, Our Selves, pp. 9-18)
2. "The Myth of the Vaginal Orgasm," Ann Koedt (Liberation Now, p. 311)
3. "Lesbian Love and Sexuality," Del Martin and Phyllis Lyon (Ms., July 1972)
4. "Becoming a Mother," Joyce Ladner (Tomorrow's Tomorrow, pp. 212-233)
5. "Female Sexual Alienation," Linda Phelps (Women: A Journal of Liberation vol. 3 #1, pp. 12-15)
6. "Celibacy," Meryll Cohen
7. Written exercise due: How do you feel about your body?

Class 2: Women with Men: Heterosexual Love

1. "Love," Shulamith Firestone (The Dialectic of Sex, pp. 126-145)
2. "Marriage and Love," Emma Goldman
3. "Men and Women Living Together," cartoons by a Bread and Roses Member (From Feminism to Liberation, ed. Edith Hoshino Altback, pp. 47-52)

Class 3: Women with Women: Lesbian Love

1. "On Loving Another Woman," Ann Koedt (Notes from the Third Year, 1971, p.25)
2. "Woman Identified Woman," Radicalesbians (Liberation Now, p. 287)
3. "Lesbianism: Political, Cultural, Personal View," Ellen Chambers

B. CONTROLLING REPRODUCTION: BIRTH CONTROL, ABORTION AND REPRODUCTION

1. "Population Theory," Gail Cook
2. The Earth Belongs to the People, Chapters 1-3 (People's Press, 1970)
3. "Abortion," by the 213 Collection
4. "Sperm Banks: From the Day of Deposit - A Lien on the Future " (New York Times, Aug. 22, 1971, IV, p. 7) by Boyce Rensberger

C. INSTITUTIONS OF SEXUAL CONTROL: RAPE AND PROSTITUTION

1. "Politics of Rape," Susan Griffen (Ramparts, Sept., 1971)
2. "The Traffic in Women," Emma Goldman (The Traffic in Women and Other Essays in Feminism)
3. "The World of the City Prostitute is a Cold and Lonely Place," Leslie Oelsner (New York Times, Aug. 9, 1971)

D. THE FAMILY

Class 1: Family Life

1. "Down with Childhood," Shulamith Firestone (The Dialectic of Sex, Chapter 4)
2. "Growing Up Black," Joyce Ladner (Tomorrow's Tomorrow)
3. "Motherhood", Joanna Clark (The Black Woman, p. 63)
4. "Who We Are," Five Lesbian Mothers (Motherlode, Sept. 1972 #5)
5. Written exercise due: What needs that you have do you look to your family to fulfill? Does your family fulfill them? Are there other social institutions in which women can have these needs met?

Class 2: Analyzing the Patriarchal Family

1. Families, Linda Gordon (New England Free Press)
2. "ADC - Marriage to the State," (Notes From the Third Year, pp. 66-68)
3. "Women's Work," Paddy Quick (The Political Economy of Women, URPE July, 1972, pp. 2-15)
4. "Why Day Care: The Women Who Take Care of Children," Vicki Breitbart and Bev Leman (Up From Under, Jan/Feb. 1971)

E. WHAT IS CAPITALISM?

1. "The ABC's of Socialism" and "A Socialist Analysis of Capitalism," Leo Huberman and Paul Sweezy (An Introduction to Socialism, pp. 21-27)
2. "What is Capitalism?" Maurice Dobb (Economics: Main stream Readings and Radical Critiques, ed. D. Mermelstein)
3. "Work and 'Work'" (Women: A Journal of Liberation, vol. 2 #3)
4. "Women Workers: Some Basic Statistics," Lise Vogel (New England Free Press)
5. Charts, "Production of Resources," and "The Cycle of Depression in Capitalist Society," Alberts and Kosinski

F. MONOPOLY CAPITALISM, IMPERIALISM AND RACISM

Class 1:

1. "A Socialist Analysis of Capitalism," Huberman and Sweezy (Introduction to Socialism, pp. 27-38)
2. "Litton Industries, Big Brother as a Holding Company," David Horowitz and Reese Ehrlich (Economics: Mainstream Readings and Radical Critiques)
3. "Sexism and Imperialism," Anti-Imperialist Work Group of the Chicago Women's Liberation Union
4. "The Plunder of Poor Nations: A Case History," Felix Greene (The Enemy, pp. 168-172)
5. "Imperialism in Action: Guatemala," Felix Greene (The Enemy, pp. 195-200)
6. Chart, "Monopoly in Capitalist Society," Alberts and Kosinski

Class 2:

1. The Earth Belong to the People, Chapters 4-7 (People's Press)
2. "The Mythology of American 'Success'," Felix Greene (The Enemy, pp. 241-249)
3. "Racism in the United States: An Introduction," Frank Joyce (The New Left, ed. Priscilla Long)
4. "Poor Black Women's Study Papers," Patricia Robinson and Group (The Black Woman, pp. 189-197)
5. Chart, "Imperialism," Alberts and Kosinski

G. DOES CAPITALISM MEET OUR NEEDS?
1. "Conditioned Consumer," Andre Gorz (Strategy for Labor, pp. 69-75)
2. "'Consumerism' and Women," Ellen Willis (Notes from the Second Year)
3. Health-PAC Special Report
4. "Nine Myths About Welfare " (Undercurrent, vol. 4 #10, Nov. 12-15, 1971)

H. THE POLITICAL ECONOMY OF WOMEN
1. "Women's Position in Capitalist Society: Exploitation and Oppression," Laurie Landy
2. "Women and the Subversion of the Community," Maria-rosa Della Costa (Radical America, vol. 6 #1, pp. 67-103)
3. "Woman's Work is Never Done," Peggy Norton (From Feminism to Liberation, pp. 211-227)
4. "Political Economy: for David," Lillian Robinson (Women's Voices, vol. 1 #5, pp. 4-6)

IV. CHANGING SOCIETY TO MEET OUR NEEDS

A. SOCIALISM: THEORY AND PRACTICE
1. Introduction to Marxism, Chaps. 5, 6 and 8, Emile Burns
2. "The Transition from Capitalism to Communism," "The First Stage of Communism," and "The Higher Stage of Communism," Lenin (State and Revolution, I)
3. "Factories," (Inside the People's Republic of China, The Committee of Concerned Asian Scholars, Chapter 6)
4. Written exercise due: Where do your ideas about socialism come from?

B. INTERNATIONAL PERSPECTIVES ON WOMEN
Each class will study the situation of women in one country or perhaps two, which they will choose from among the following: Cuba, Italy, Africa, Russia, China, England. A bibliography of the materials on reserve from each country will be distributed in class before the assignment.

C. I DON'T WANT TO CHANGE MY LIFESTYLE, I WANT TO CHANGE MY LIFE: FROM THEORY TO STRATEGY

Class 1:
1. Socialist Feminism, Hyde Park Chapter, the Chicago Women's Liberation Union
2. "Lesbians in Revolt," Charlotte Bunche (The Furies, Jan. 1972, vol. 1, p. 8)
3. "Lesbian Analysis " (Women's Studies Program: Three Years of Struggle Inside the Beast, California State University at San Diego, May 1973, pp. 24-5)
4. "Wages for Housework," Giuliana Pompei, from a conference in Padova, Italy, April, 1972
5. "The Chicago Women's Liberation Union," Vivian Rothstein and Naomi Weisstein (Women: A Journal of Liberation, vol. 2 #4)

Class 2:
Where do we go from here: discussion on questions that will have been distributed.

Sherrill Cheda, Kay Eastham,
Maryon Kantaroff
Canadian Studies

Seneca College of Applied
Arts and Technology
Summer, 1973

WOMEN IN CANADA

Canadian society today exhibits many areas of conflict and tension. As in other countries, these problems can be traced to the universal continuing search for freedom and social equalities. The upsurgence of the Women's Rights Movement is one among many other movements that are basically democratic in character. However, its significance in the context of all other social upheavals is unique, in that it offers an analysis of the roots of all social inequities and so encompasses them all. The women's movement asserts the legitimate right of one-half of the human race to be placed on a par in all respects - legal, economic, social, educational, etc. - with the dominant male half. Its analysis explains that if the basic unit in all societies is male/female, and that if it is universally accepted as 'normal' that the male is born into a position of social supremacy over the birth right of the female - this then is tantamount to legitimizing prejudice at the very moment of birth for any given child in society. Once it is established as 'normal' that people by sex differentiation must conform to a pre-determined set of characteristics that will limit their future human growth, we open the door for legitimizing all forms of social prejudice - whether based on race differentiation at birth, national differentiation at birth, economic, or any other 'differences' that can be used for exploiting people. In this course we will examine the root causes of all social inequities with special emphasis on male/female relationships and how they operate in Canadian society.

OBJECTIVES

1. To examine past and present forms of sexually pre-determined roles with special emphasis on the results of sexism in Canadian society.
2. To discuss the psychological basis of Patriarchy, so as to lead to an understanding of its socially damaging effects on the individual female and male in Canadian society.
3. To encourage student participation in order to overcome indoctrinated sex role reinforcement.
4. To encourage the individual student to relate the generalizations of the course to their own personal experience (a particular function of the class project).
5. To question pre-conceived values and prejudices in the light of present day human needs with special emphasis on the unique situation in Canada re: French speaking, Native, etc.
6. To grasp the unique opportunity and responsibility that we as Canadians have, in the light of our position in the world today, to be in the vanguard of social change in the whole human spectrum.
7. To consider a strategy for change.

METHODOLOGY

1. Together with the required texts, students will be expected to undertake extensive critical reading.
2. Each student will be required to submit a term essay or approved project.
3. Participation in class discussion during prescribed seminar period.
4. Presentation of relevant audio visual material.
5. A final examination based on required reading and course content.

TEXT

Canada. Royal Commission on the Status of Women.
Report. Ottawa, Queen's Printer, 1971.

COURSE OUTLINE

Week	Topic
1	General introduction and historical perspectives.
2	Classical view: male/female myths
3	The early movement: French women, native women and comparative suffrage
4	Women and the law - contemporary
5	Socialization: psychological, religious, educational
6	Sex role stereotyping
7	Women as sex object: rape, advertising, medicine, cock rock, prostitution
8	Women and work
9	Women and work
10	Women and literature
11	Women and creative myth
12	Today's movement
13	Strategy for change

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1972-73

A WOMEN'S STUDIES COURSE AT THE UNIVERSITY OF WALES

I. THE INSTITUTION

The course is established in the Extra-Mural Department of University College, Cardiff. Such departments have a tradition of high standards combined with flexibility and a willingness to experiment. They provide part-time educational facilities for adults of eighteen years of age and over who wish to study any subject studies within a university.

II. THE STUDENTS AND STAFF

Fifteen students came, four of whom were men. Of the fifteen, thirteen attended almost all classes. The students' ages ranged from the early twenties to the early fifties. There were both married and single. Apart from citizens of the United Kingdom, nationalities included an Australian, a French woman and a woman from Eire. Occupations included a number of school teachers, a biochemist, a housewife, a secretary, a civil servant and a free-lance journalist. Students were not violently anti-feminist nor were they violently pro women's liberation. Writing with hindsight it seems to me that the women were somewhat hesitantly in favour of the ideal of equality for the sexes. I think they came to the course hoping for some factual and emotional support. I am not sure exactly why the men came. One said he came to see what his daughter-in-law was "up to." There was no unfriendliness, but at times the males did become defensive and showed some symptoms of stress so that if one was not careful one found oneself glossing over things a little in order to make it easier for them. Five people taught the course. Two colleagues gave a lecture each on 'Family Law' and 'Chromosomal and Hormonal Differences between the Sexes.' A married couple discussed the problems and crisis points which a dual career family must face. I taught the rest of the course myself.

III. AIM

I wished to inform both myself and others about the myth and reality behind discrimination against women and in favour of men. I hoped that the experience would be intellectually satisfying and that the knowledge gained would make a significant impact on my own and others' life styles. In short the course is both knowledge and action oriented.

IV. METHOD, STYLE, AND CONTENT

The course consisted of a two-hour weekly session throughout the Michaelmas term. For fifty minutes there was a lecture. Students were free to question the lecturer at any time and did so. The remainder of the session

included the discussion of a book or text, usually led by one of the students who was expected to have done special preparation and a consideration of what the lecture and discussions implied in the form of action, for instance, asking the local library and bookshops to order books or journals, counteracting stereotypes in textbooks and careers posters in the school in which one taught; looking for examples of chauvinism on the part of the media, furthering one's career prospects, etc.

A "personal style" was adopted. By this I mean a style of communication which avoided such constructions as "it is said," "it is thought," "it is considered." In short I acknowledged the subjective element by not avoiding the use of the personal pronoun. This style is more appropriate to a non-exploitive, non-patriarchial interaction between students and teacher. It is conducive to a greater degree of academic rigour. Experiments have shown how misleading it can be to fail to acknowledge the existence of the subjective. It seems to me that the form of many communications in academia, both written and verbal, is such as to not only obscure the influence of the personal or subjective but also to give the impression of divine origin - a mystification composed of sybilline statements - from beings supposedly emptied of the "dross" of self. Additionally I believe that a "personal style" probably encourages greater creativeness. Further, it seems to me, that, when teaching, such a style encourages the active involvement of all concerned. It is opposed to any form of alienation. It seems particularly appropriate that women's studies should counteract the misleading tendency in academe to camouflage the influence of the subject.

I argue that sex roles and stereo-typing influence our self-image, our relationships with other people, with things and with ideas. The relationship between the sexes is treated as a paradigm for many other relationships, for instance between races, between management and shopfloor, between governments and people, between colonizer and colonized and between expert and client (medicine). The students are made aware of the techniques of argument used to avoid the problems of women's liberation: trivialization, particularization, eschatologization, and universalization.

Possible approaches to the subject of Women's Studies are discussed: historical, anthropological, etc. I then attempt an approach which I call "existentially oriented." This approach can best be characterized in terms of the questions which it poses and attempts to answer: (a) what is your ideal in terms of life goals and the organization of society? (b) What is the present situation in terms of the treatment of the sexes? (c) Is the present situation rendered necessary by the constraints imposed by reality or is it founded on myth? (d) Is the present situation consistent or inconsistent with the ideal? (e) What change strategies are available assuming that change is both possible and desirable?

Each of these questions forms the core of a topic as follows:
(a) The ideal situation? I present various alternatives, stressing that this is a matter for the student's own choice, that it is her right to define her own situation. I then state that I propose to choose the "cooperative venture" alternative. I go on to discuss Maslow's idea of the self-actualizing person which implies for me an equitable and open society.

(b) The present situation?
Under this heading I present and discuss the evidence about discrimination (mainly in this country) in training, education, employment, in sick leave, pensions, pay, tax, credit facilities and certain aspects of family law. Some useful references include:

"Discrimination against Women," Report of a Labour Party Study Group. The Labour Party, London, 1972.
"Women Workers in Britain," A Handbook, Leonora Lloyd, Socialist Women Publications, 1972.
"Minutes of Evidence and Proceedings of the Anti-Discrimination Bill (HL)," House of Lords, Session 1972-73, HMSO.
"Report from the Select Committee on the Anti-Discrimination (No.2) Bill," House of Commons, Session 1972-73, HMSO.
"The Typecast Third," Max Hanna, New Society, 1st Feb. 1973.
"The Struggle for Equal Pay," Labour Research, March, 1972.
"New Policies for Pensions," Michael Pilch, Personnel Management, Vol. 5. No. 1, May, 1973.

(c) Is the present situation necessary?
I attempt (1) to clarify the evidence as to the extent of the differences between the sexes (2) to see what if any importance possible differences may have in the field of employment (3) to observe the working situation and see whether it is organized so that possible differences assume a needless importance.

(d) Consistency or not of present and ideal situations?
I argue that the present sex roles are detrimental to (1) the individual (2) society.

(e) Change Strategies?

(1) Consciousness Raising:
We analyzedhow the present sex roles are established and reinforced. A scrap-book was built up showing the images of women that are presented and reinforced in the media, literature, in advertising, in school text books, in children's stories, etc. We examinedthe implied definitions of women contained in the mores of the legal and medical professions. We considered the concept of "Woman as Scapegoat" particularly in the context of the traditions of organized religion. We discussed the sexist content of language. We looked at writings by men and women in the past in order to provide some sense of solidarity with our forebears. Role reversal was not advocated but rather role sharing based on individual characteristics and not on sex categories.

(2) Organizing and Communicating:
Information about women's organisations was given. Organizing was eulogized on the ground that an organization is often effective as a pressure group when an individual would be ignored. The capacity of an organization to provide a supportive emotional climate was considered. We discussed the problem of the isolation of the woman in the home without finding any easy or immediate solution.

(3) Legislation and Politics:
Certain legislation which particularly affects women was explained and discussed: The Anti-Discrimination Bills, the Social Security Bill

(women's pensions), and the Equal Pay Act, 1970. Legislation concerning the family and married women's property was expounded. An effort was made to clarify the connection between everyday things and politics.

(4) Interpersonal Interaction:

This was discussed within the context of bringing up children and also in the context of making one's views clear to one's husband, boyfriend, etc. in such a way that no sense of threat was conveyed or felt.

(5) Career Development:

We decided that there was a great need for women to excel because excellence is a much-to-be-desired thing in itself, and because it encourages self-respect and enjoyment. Further this would result in more satisfactory role models for girls. Methods of improving one's competence and promotion prospects were discussed.

V. FUTURE TRENDS

The course obviously fulfilled a strongly-felt need on the part of the women who attended. We often continued in the pub after the end of the session. It had some affect on our lives. Some of us decided to get further qualifications, others decided to do research in the area of role stereotyping, yet others have become involved in politics. My own experience of this course indicated to me that perhaps the idea of women's studies in this country has reached its time.

This opinion is reinforced by the fact that since I started writing this account I have hard of the following: some lectures are being given in Women's Studies in Leicester University, a course has been established at Hatfield, one is planned for NorthernIreland, and a seminar on Women's Studies is being arranged for London this Autumn. This is in addition to courses already established at the University of Hull and The North London Polytechnic. I am circulating a questionnaire to all universities in Great Britain in order to try and collect more information about Women's Studies in this country. We have no clearing house for information.

Florence Howe, Jo Freeman
American Studies, Women's Studies

State University of New York,
College at Old Westbury
Fall, 1973

INTRODUCTION TO WOMEN'S STUDIES

This is a course about growth and maturation: how do we grow up to be women (or men)? What social forces and institutions control our growth? Do we know anything about the relationship between biology and those social forces? We will focus on four areas: the family; school; sexuality and adolescence; vocational choice--work and marriage. Towards the end of the term, we will have time also to devote to special topics.

What will be required:
1. Attendance. You are expected to be present throughout the term, both for lectures and discussion. Your journal assignments (see below) are dependent on your presence in class. Absence must be made up by extra reading assignments, and extra journal writing.

2. Journal. You are expected to keep a journal in which will accumulate the record of your intellectual growth--what you learn--this term. Required are at least four entries a week (of a minimum of 100 words per entry, though you may write as lengthily as you wish, and though, by the end of the term you ought to be writing somewhat more lengthily). Two of these entries each week should be reactions to the class hours, written as soon after they occur as possible. You may summarize the class hour, in your own words, reporting both information or discussion. Or you may choose something you especially liked or disliked about that hour and describe and comment on it. Or you may write down what you think you learned from that hour, what interested you most, and what you want to remember. Remember, this is a record of the growth of your intellectual and emotional awareness and knowledge.

Two journal entries each week should be written about your reading assignments. It is not your job to summarize the reading assignments, but rather to analyze or comment on them. If you prefer, you may summarize first but you must try to comment. That means trying to answer the question, "What do I think about this material?" "Do I find it important to my understanding of myself and other women?" If so, how so? If not, how not? What does the reading teach you? Or why do you find the point of view represented objectionable or insufficient?

About the mechanics of the journal. If you can type, we'd appreciate your typing your journal double-spaced on one side of the page. If you cannot type, please write on lined paper, not in a notebook, and also on one side of the page. We will supply folders in which you will turn in your journal pages four times during the term. We will comment on them and return them to you. The journal properly done will serve as a record of your term's work, and thus there will be no need for formal examinations.

3. There will be one group project and one paper required. Information on these matters will follow.

Texts: Our Bodies, Our Selves, Boston Women's Collective, Simon & Shuster (bookstore)
Tell Me A Riddle, Tillie Olsen (class)
Women in Sexist Society, Gornick and Moran (class)

I: Childhood and the Family

Sep. 10 Introduction: toys
Sep. 13 Mothers and daughters: "I Stand Here Ironing," Tillie Olsen
Sep. 17 Mothers, fathers, and family: "Tell Me A Riddle," Tillie Olsen
Sep. 20 Mothers, daughters, and the family:
chapter on mothers in Helena Lopata's Occupation: Housewife
essay on mothers by Betty Rollin (both xeroxes)
Sep. 24 & Growing up in families: poor, middle-class, and affluent
racial and ethnic differences: religion
Sep. 27 JOURNAL DUE Readings to be announced
Oct. 1 Growing up in families: brothers and sisters
Readings xeroxed: from life of Elizabeth Cady Stanton
from Doris Lessing's "Story of Two Dogs"
from George Eliot's Mill on the Floss
from Ernest Gaines' Autobiography of Miss Jane Pittman

II: School and Socialization

Oct. 4 Girls & boys in children's books: slide show
Assignment: look around at home or at a friend's for two children's books: describe them in your journal entry
Oct. 8 Sexism in Schools
Assignment: U'Ren, "The Image of Woman in Textbooks," in Gornick & Moran
"Sexism Starts Early" & "Sexual Stereotypes and the Public Schools," Howe (xeroxes)
Oct. 11 Socialization I
Reading: Bardwick & Douvan, "Ambivalence," Chodorow, "Being and Doing" in Gornick & Moran
Oct. 15 Socialization II
Reading: Freeman, "The Social Construction of the Second Sex" (xerox)
Oct. 18 Language, literature and socialization:
Reading: Strainchamps, "Our Sexist Language," and Martin, "Image of Woman in Amer. Fiction," in Gornick & Moran
JOURNALS DUE
Oct. 22 Herstory or what is not in high school and college history books
Reading: to be announced (and xeroxed)

III: Adolescence and Sexuality: Bodies and Selves

Oct. 25 Physiology of Sexuality: Our Bodies, Ourselves, pp. 1-22; 98-104; 106-153
Oct. 29 Continued, with guest resource, Barbara Ehrenreich: same readings as above

Nov. 1 Adolescence: Our Bodies, Ourselves, pp. 23-31
Selections from The Bluest Eye, Toni Morrison
Memoirs of an Ex-Prom Queen, Alex Shulman

Nov. 5 Beautiful Sex Objects: Readings in Gornick & Moran:
Stannard, "The Mask of Beauty"
Alta, "Pretty"
Komisar, "Image of Woman in Advertising"

Nov. 8 Panel (members of the class) on Sexual Life Styles: Our Bodies, Ourselves, pp. 31-55; 56-73

Nov. 12 Lecture on Women in Motion: self defense: Our Bodies, Ourselves, pp. 83-96.

IV: Maturity: Working Women, with or without marriage and families
Reading assignment: Section called "Women at Work," in Gornick and Moran
Especially recommended: "Working in a Man's World," "Women and Voluntarism" "The Compassion Trap"

Nov. 19 Projects Due. In class: Panel on marriage and other "arrangements for living": combined with work and/or college
Some questions: who takes out the garbage, does the shopping and laundry? Who pays the bills, nurses the children when they are ill, or takes the car in to be repaired? How do decisions get made?

Nov. 26 JOURNALS DUE #3. In class: Michele Russell, black organizer/scholar from Detroit. Economic history of black families and working women. Read: C. Stimpson, "Women's Liberation and Black Civil Rights," in Gornick & Moran

Nov. 29 Lecture: Economic History of Women in the U.S.

Dec. 3 Lecture: Current Economic Condition of Women

Dec. 6 PANEL: Lives of women and men at work: the psychology and sociology and politics of offices, schools, factories, hospitals and other work places: salary scales

V. Feminism and the Future

Dec. 10 What is Feminism?
Read: "On American Feminism," in Gornick & Moran
"Is Women's Liberation A Lesbian Plot?" in Gornick & Moran
Essay on women's movement, by J. Freeman (xerox)

Dec. 13 Strategies for change: the laws

Dec. 17 Strategies for change: an education movement; other movements
Read: "Sexism, Racism and the Education of Women," by F. Howe (xerox)
"Sexism and the Aspirations of Women," by F. Howe (xerox)

Dec. 20 JOURNALS DUE: PLEASE REMEMBER TO TURN IN YOUR COMPLETE JOURNAL. If you have rewritten sections, please include the "before" and "after" so that I can see the improvement.
In class: a game and a party.

PROJECTS

Introduction. We think of projects as action-oriented, rather than reading-oriented. We think of them also as introducing you to the process of designing and effecting experiments in women's studies: studies of the lives and attitudes of women and men about themselves and each other and the institutions that control lives and patterns of socialization. We think of them also as a means of learning to work in small groups, cooperatively rather than competitively.

Requirements. That wherever possible, three to five people work together on a single project. That they write a report of no more than five pages. That the group project and report (the product of the work) be graded as a whole.

Suggested projects.

1. Sex-role reversal. Take the roles of the opposite sex in a mixed sex situation (dating, shopping, school activities, etc.) without revealing that you're doing an experiment. Work out in advance ways of noting people's reactions, and various sorts of people you might try this out on.

2. Monitor three main TV channels for one evening, during the same 3-5 hours. Design a procedure for counting such things as number of times men or women appear, what they are doing, how ridiculous or heroic they appear, etc. Report on the relative sexism of the three TV channels.

3. Same as above for radio station, but probably you would need to select the time period carefully, and also do it for more hours than TV.

4. Draw up a ten-question questionnaire measuring attitudes towards feminism and decide what population you'd like to try it on. Administer it to 10 people for every one working in the group. Report on attitudes and variables that seem important.

5. Schools: teacher behavior. Observe two classrooms (or more) with male and female teachers and children of the same age group. Count number of interactions between teachers and children in which teacher is rewarding, punishing, or neutral. Write report.

6. Study three magazines: advertising, features, reports, etc. Draw up a sexist scale and rate them. Report on which is more or less sexist, and why.

7. Study one or two particular women's magazines for the following years: 1962, 1967, 1972. Analyze the themes in the short stories printed in those years. See Betty Friedan for categories she used. Report.

8. Go to a NOW meeting or Women's Center with a questionnaire on aspects of feminism. Report on results. Again, administer to 10 people for every one working in the group.

9. Draw up a series of questions relating to changes in laws and rights of women. Interview candidates running for office on these matters and report on their responses (and attitudes about being questioned).

Francis Conant, Course Coordinator
Anthropology

City University of New York,
Hunter College
Fall, 1973

PERSPECTIVES ON WOMEN IN BIOLOGY, ANTHROPOLOGY, PSYCHOLOGY

1 Introduction to concepts in Women's Studies

2-10 Biological Perspectives: Biological Perspectives in Sex Differences

2-4 Physiological bases of sex differences

5-7 Hormones and reproduction--male and female

8-9 Hormones and behavior

10 Nutrition as a factor in development and behavior

Stacy, R.W. and Santolucito, J.A., Modern College Physiology (Saint Louis: Mosby, 1966), pp. 195-218.
Villee, C.A., and Dethier, V.G. Biological Principles and Processes (Philadelphia: Saunders, 1971), pp. 634-77.

11-25 Anthropological Perspectives: Comparison of Sex Roles in Different Cultures

12 Introduction to anthropological concepts relevent to the study of women

Barnouw, V., An Introduction to Anthropology: II. Ethnology (New York: Dorsey Press, 1971), Chs. 2,3.

13-14 Hominid evolution and male/female differences: the relevance of physical anthropology and primate studies

Linton, S., "Woman the Gatherer," in Women in Cross-Cultural Perspective, ed. S. Jacobs (Urbana: U. of Illinois, 1971).
Sussman, R., "Child Transport, Family Size and Increase in the Human Population During the Neolithic," Current Anthropology (1972), 13, 2:258-9.

15-16 Socio-Linquistics and sex roles

Jesperson, O., Language: Its Nature, Development and Origin (London: George Allen and Unwin, 1922), Ch. 3.
B. Chamberlain A., "Women's Languages," American Anthropologist (1912), 14,4:579-81.
Sapir, E., "Male and Female Forms of Speech in Yana," rpt. in D. Mandelbaum, ed. Selected Writings of Edward Sapir (Berkeley: U. of Calif. Press, 1949), 206-212.

17 Comparative institutions and women's roles

Barnouw, Chs. 9, 10.

18 Task assignment and the acquisition of sex roles

Barry, Bacon, and Child, "A Cross-Cultural Study of Sex Differences in Socialization," Journal of Abnormal and Social Psychology (1957), 55:327-332. B-M reprint P-23.

19 Task accomplishment: allocation of food according to sex: a Brazilian example

Gross, D., and Underwood, B., "Technological Change and Caloric Costs: Sisal Agriculture in North-eastern Brazil," American Anthropologist (1971), 73,3:725-740.

20 Women in Hacienda and Plantation Societies

Wolf & Mintz, "Haciendas and Plantations in Middle America and the Antilles," Social and Economic Studies (1967), Vol. 6.
Wolf, E., "Types of Latin American Peasantry," American Anthropologist (1955), 57,3:452-471. B-M reprint S-544.

21 Overview: economic perspective on women in industrializing countries

Boserup, Ester, Woman's Role in Economic Development (New York: St. Martin's, 1970), Chs. 5-8, 12.

22 Overview: political perspectives on women in the Middle East

Dodd, P., "Youth and Women's Emancipation in the United Arab Republic," Middle East Journal (1968), 22,2:159-72.
Nelson, C., "Changing Roles of Men and Women: Illustrations from Egypt," Anthropological Quarterly (1968), 41,2:57-77.

23 Overview: cultural evolution and the position of women

Lee, R. B., "Population Growth and the Beginnings of Sedentary Life among the Kung Bushmen," Population Growth and Anthropological Implications, ed. B. Spooner (Philadelphia: U. of Pennsylvania Press, 1971).

24 Women as anthropologists on women as subjects

Golde, P., ed. Women in the Field (Chicago: Aldine, 1970).

25 Review

26-41 Psychological Perspectives: Psychology and the Understanding of the Emergence of Masculine and Feminine Personality and Behavior

26 Introduction to psychological concepts relevant to the study of women

27-28 Female sexuality

Sherfey, M.J., "The Evolution and Nature of Female Sexuality in Relation to Psychoanalytic Theory," Journal of the American Psychoanalytic Association (1966), 14,1:28-128.

29-30 Sex differences in cognitive functioning

Broverman, D. M., et.al., "Role of Activation and Inhibition in Sex Differences in Cognitive Abilities," Psychological Review (1968), 75,1:23-50.

Keogh, B. K., "Pattern Copying under Three Conditions of an Expanded Spatial Field," Developmental Psychology (1971), 4:25-31.

Reppucci, N. D., "Parental Education, Sex Differences, and Performance on Cognitive Tasks among Two-year-old Children," Developmental Psychology (1971), 4:248-253.

Bieri, J., "Parental Identification, Acceptance of Authority, and Within-Sex Differences in Cognitive Behavior," Journal of Abnormal and Social Psychology (1960), 60:76-79.

Pedersen, D. M., Shinedling, M. M. & Johnson, D. L., "Effects of Sex of Examiner and Subject on Children's Quantitative Test Performance," Journal of Personality and Social Psychology (1968), 10:251-254.

Hoffman, L. R. and Maier, N.R.F., "Social Factors Influencing Problem Solving in Women," Journal of Personality and Social Psychology (1966) 4:382-390.

31-33 Sex role stereotypes

Peterson, G. J., et.al., "Evaluation of the Performance of Women as a Function of Their Sex, Achievement and Personal History," Journal of Personality and Social Psychology (1971), 19:114-118.

Hartley, Ruth E., "Current Patterns in Sex Roles: Children's Perspectives," Journal of the National Association of Women's Deans and Counselors (1961), 25:3-13.

Steinmann, A. & Fox, D. J., "Male-female Perceptions of the Female Sex Roles in the United States," Journal of Psychology (1966), 64:265-276.

Keiffer, M. G. et. al., "The Effect of Sex-role Attitudes on Perception," paper presented at the Eastern Psychological Association, New York, 1971.

34-36 How the therapist looks at women

Freud, S., "Some Psychological Consequences of the Anatomical Distinction Between the Sexes," International Journal of Psychoanalysis (1927), 8:133-142.

Erikson, E. H., "Inner and Outer Space: Reflections of Womanhood," Daedalus (1964), 93:582-606.

Shainess, N., "Images of Woman: Past and Present, Overt and Obscure," American Journal of Psychotherapy (1969), 23,1:77-97.

Broverman, I. K. et.al., "Sex-role Stereotypes and Clinical Judgments of Mental Health," Journal of Consulting and Clinical Psychology (1970), 34:1-7.

37-38 Female Achievement: internal barriers

Crandell, V. J., "Katsovsky & Preston, Motivational and Ability Determinants of Young Children's Intellectual Achievement Behaviors," Child Development (1962), 33:643-661.

Veroff, J. S., et. al., "The Achievement Motive in High School and College Age Women," Journal of Abnormal and Social Psychology (1953), 48:108-119.

French, E. G. & Lesser, G. H., "Some Characteristics of Achievement Motivation in Women," Journal of Abnormal and Social Psychology (1964), 68:113-128.

Baruch, R., "The Achievement Motive in Women: Implications for Career Development, Journal of Personality and Social Psychology (1967), 5:206-267.

39-40 Female achievement: external barriers

Epstein, C. F., "Encountering the Male Establishment: Sex-status Limits in Women's Careers in the Professions, The American Journal of Sociology (1970), 75:965-982.

Walster, E., et.al., "The Effect of Race and Sex on College Admission," paper presented at the American Psychological Association, Miami Beach, 1970.

White, M. S., "Psychological and Social Barriers to Women in Science," Science (1970), 170:413-416.

Fidell, L. S., "Empirical Verification of Sex Discrimination in Hiring Practices in Psychology," American Psychologist (1970), 25:1094-1098.

41 Review

42 Summary

Ann Froines
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Tufts University
Fall, 1971

CROSS-CULTURAL STUDIES OF WOMEN: WOMEN IN REVOLUTIONARY SOCIETIES

This course would revolve around studies of women in the Third World, especially Vietnam, Korea, and China. In addition, the struggle of black and Third World women inside the United States would be considered. These studies would be carried out simultaneously with an examination of related contemporary issues in the women's movement. [Ed. note: Ann Froines writes in Fall, 1973: I would add a section on women's role in anti-Portuguese struggles in Mozambique, Guineau-Bissau...I would probably omit the section on Korea since there are practically no good reading materials.]

We would examine the role and identity of women as individuals, as sisters, and in the family in the other societies. Discussion of some basic anthropological works plus our own experience as women in America will help us develop an approach to cultural studies. Some questions: What is the difference between the "role" of woman, her work, and her identity? What is "love" in these societies? How is the continuous struggle of women viewed? Answering these questions is the key to understanding the vast changes that have occurred in the lives of women in revolutionary socialist Asian countries, where women suffered from "triple" oppression. We will look at how women are integrated into the economy; we will examine the transformation of the nuclear family in the context of a new collectivity, we will examine the attitude of the whole society towards children.

In the case of the reading, we will examine each book critically asking, who's writing? What are her/his assumptions? Can we discover possibly where these assumptions come from? Thus we will become more aware of sex, race, and class bias of the authors, and we can begin to discover the criteria for a revolutionary feminist point of view concerning history, culture, etc.

1. Origins of women's oppression - history and analysis.

Shulamith Firestone, The Dialectic of Sex. Ch. 1
Friedrich Engels, Origin of the Family, pamphlet.
Juliet Mitchell, "Women: The Longest Revolution," pamphlet.
Lyn Wells, "American Women: Their Use and Abuse," New England Free Press pamphlet.
Suggested: "Female Liberation as the Basis for Social Revolution," Roxanne Dunbar, in Sisterhood is Powerful.

2. Further discussion of the family and childhood.

The Dialectic of Sex, Chs. 3, 4.
William Hinton, Fanshen--begin reading. Documents the revolution in China as experienced by the people in one village, and the process by which Chinese women began to move for their liberation.
Suggested: Oscar Lewis, Five Families.

3. Racism and colonialism. Attitudes of the colonizers toward the Third World. The consciousness of the oppressed.

Frantz Fanon, Studies in a Dying Colonialism, particularly the articles "Algeria Unveiled" and on the Algerian family in the revolution.
Kathleen Gough Aberle, "Anthropology and Imperialism," NEFP pamphlet.
"Population Control," xeroxed article from Health Supplement in Off Our Backs.
Suggested: The Black Woman, Toni Cade, ed. (Bantam)
Soledad Brother-The Prison Letters of George Jackson
Ronald Segal, The Race War (Bantam)

4. Films on the Vietnamese Struggle and Vietnamese Woman. Discussion of the current situation in Indochina.

5 & 6. Imperialism and wars of national liberation. Vietnam.

Gerard Chaliand, The Peasants of North Vietnam (Pelican).
"Vietnamese Women," Vietnamese Studies No. 10, published in Hanoi, China Press and Periodicals.
Women of Vietnam, magazine of the Vietnamese Women's Union, Democratic Republic of Vietnam (China Press and Periodicals).

7. The Democratic Peoples' Republic of Korea: an attempt to build a new society

Special issue of the Guardian on North Korea.
Pamphlets from Korea on socialist construction, women, etc.
"Three Women of Korea Speak, 1900, 1935, 1970," article.

Women and children in the DPRK--role, work, and identity. A discussion.

Suggested: Wilfred Burchett, Again Korea
David Horowitz, The Free World Colossus (Hill and Wang). A critique of U.S. Cold War policy with a chapter on the Korean War.

8 & 9. China.

William Hinton, Fanshen
Jack Belden, Goldflower's Story (New England Free Press pamphlet).
Anna Louise Strong, Rise of the Peoples Communes, pamphlet (reprint of one chapter of her book of same title).
Yang, C.K., Communist Society, The Family and the Village (MIT Press).
"Women in Revolution: The Lessons of the Soviet Union and China," and an Answer, in Socialist Revolution, Vol. I, Nos. 4 and 6.
"The Red Women's Detachment," illustrated story of guerrilla unit of women (China Press and Periodicals).
Suggested: The Books of Han Suyin.

10. Week to read about women in Cuba, or other nations, cultures that interest us. Suggestions?

11. Discussion of our conclusions about Firestone's last chapter, our conclusions about women in the cultures and societies we've examined, and our conclusions about the course.

Kenneth Henley, Philosophy
Arvil Reeb, Health Services
Suzanne Howard, Social and
Philosophic Studies

University of Kentucky
Fall, 1973

PERSPECTIVES ON HUMAN SEXUALITY: AN INTERDISCIPLINARY EXPERIMENTAL COURSE

Course Goals

1. To achieve a knowledge of biological aspects of sexuality to distinguish functional from structural.
2. To develop an awareness of the various perspectives on sexuality.
3. To learn how cultural values and social practices influence human interaction.
4. To develop competence in interpersonal relations.

Plan of Work

The class will meet for a presentation of the topics. On most evenings, following the presentation, small groups of around eight or ten will hold rap sessions to discuss the topic and matters related to the course. These small discussion groups are in some ways the heart of the course because here issues are dealt with both at an intellectual and a feeling level. These small groups will be headed by student discussion leaders.

Basic Text

Herant A. Katchadourian and Donald T. Lunde,
Fundamentals of Human Sexuality (1972).

Course Requirements

Each student will be assigned to a small group and shall consider that his-her base for operations. Early in the course each member will consult his-her group discussion leader and a faculty member responsible for that group concerning the requirements of the course and an eventual grade the student will earn for the course. The requirements for the course will include an essay take-home final and one of several options for an individual project:

a. The student may keep a cumulative idea and attitude log of the major learnings experienced weekly. This log is not a "diary"; it is a cumulative record of your cognitive and affective learnings. Regular references to your reading and reactions to your experiences in and out of class should be included.

[Ed. note: Because of space limitations, substantial portions of this syllabus have been omitted, including many bibliographic references. Readers who want a copy of the original may request one from Dr. Howard. Cost: $1.00]

b. The student may select a project of some worth to himself/herself and the on-going development of this course, e.g., annotated bibliographies, film and visual aid collection, etc.
c. The student may write a library research paper on one of the topics of special interest in the course.
d. The student may conduct or join with someone to conduct a manageable research design of a problem related to the course.

Course Outline

I. Psychosexual Development in the Infant, Child, Adolescent, and Adult

The speaker in this session will suggest the various explanations of early psychosexual formation, e.g., psychoanalytic (Freudian) theory, learning theories, psychosocial theory (Erikson) and others.

Barclay, Andrew and Grummon, Donald. Sexuality: A Search for Perspective, Part 3, "On Psychosexual Development." New York: Van Nostrand Reinhold Co., 1971.
Bardwick, Judith M. Psychology of Women. New York: Harper and Row, 1971.
Brown, Daniel G. and Lynn, David B. "Human Sexual Development: An Outline of Components and Concepts," in Human Sexual Development, ed. Donald L. Taylor. Philadelphia: F. A. Davis Company, 1970.
Erikson, Erik. Childhood and Society, Chapters 2, 7 & 8. New York: W. W. Norton, 2nd ed., 1964.
Mussen and Jones. "Self-Conceptions, Motivations, and Interpersonal Attitudes of Late and Early Maturing Boys," in Readings in Child Development and Personality, ed. Mussen, Conger, and Kagan. New York: Harper and Row, 1970.

II. Conception, Pregnancy and Childbirth

In this discussion the factors determining fertility and the process of planning parenthood become the focus of interest. Four related topics are to be examined: 1) considerations in the decision to have a child, e.g., maturation and maturity of the woman, desire of partners to become parents, economics of their situation, etc.; 2) act of conception and process of normal pregnancy; 3) pre-natal care and activities, and 4) the birth situation. Also included in this lecture will be a discussion of various methods of and approaches to birth control.

Text--Chapters 4 and 5.
Boston Women's Health Course Collective. Our Bodies, Our Selves (pp. 73-112).
McCary, James L. Human Sexuality, Chapter 7. Princeton: Van Nostrand, 1967.

On Birth Control
Text--Chapter 6 and pp. 484-485.
Boston Women's Health Course Collective. Our Bodies, Our Selves, (pp. 40-60).
Cherniak, Donna and Feingold, Allan, eds. Birth Control Handbook. Montreal: Workers of Journal Offset, Inc., 1971.

Hardin, Garrett. "Abortion or Compulsory Pregnancy?" in Sex and Human Relationships. ed. Cecil E. Johnson. Columbus, Ohio: Charles E. Merrill, 1970.
Lamb, Myrna. "But What Have You Done For Me Lately?" in Intimate Life Styles: Marriage and Its Alternatives, ed. Jack DeLora and JoAnn DeLora. Goodyear.

III. Search for Sexuality in Modern Literature

This lecture and discussion period will examine some of the ways in which sexual themes are expressed in modern literature. Several passages and at least one complete work will be chosen, read, and discussed. The value of such a discussion of literary works lies in the concreteness with which these themes are elaborated. They should be understood in their full complexity, without easy solutions or intellectual escapes.

IV. Interpersonal Relations: Communication, Commitment, Friendship and Love

Highlighted in the platform presentation and discussion will be the strategic importance of self-communication and self-commitment in various typical relations. A main point will be the contribution "open" communication and mutual self-commitment make to promote satisfying relations.

Fromm, Erich. The Art of Loving. New York: Harper and Row, 1965.
Slater, Philip. The Pursuit of Loneliness. Boston: Beacon Press, 1971.

V. Sexual Intercourse

The objectives of this session are to 1) acquaint the student with differences and similarities between male and female sexual response cycles; 2) introduce and deal with the most common sexual myths regarding intercourse; 3) desensitize the student against over-reaction to sexual stimuli; 4) introduce the student to the importance of being aware of and responsive to the other's needs in the cooperative enterprise of intercourse. The session includes a brief lecture and slide presentation of Human Sexual Response Cycles as outlined by Masters and Johnson, a slide presentation of common sexual myths, and a presentation of film showing a married couple engaged in intercourse. (Film is endorsed by the National Sex Forum and distributed by the Glide Foundation.)

VI. Cross-Cultural Perspectives on Human Sexuality

The presenter will demonstrate the principle of cultural variability in sexuality by illustrations from selected historical cultures, using an anthropological emphasis.

Text--Chapter 1
LaBarre, Weston. "Anthropological Perspectives on Sexuality," in Sexuality: A Search for Perspective.
Lederer, Wolfgang. The Fear of Women, Part I. New York: Grune & Stratton, 1968.
Mead, Margaret. Male and Female. New York: William Morrow & Company, 1949.

VII. Homosexuality

A panel will be selected, composed of a clinician, a male homosexual active in Gay Liberation, and a Lesbian. Each participant will be asked to prepare a 20-minute presentation based on suggested topics. [Ed. note: The original syllabus contains a provocative set of questions for clinician and homosexual to consider.]

Text - Chapter 11.

Abbot, Sidney and Love, Barbara. Sappho was a Right-On Woman: A Liberated View of Lesbianism. New York: Stein and Day, 1972.

Martin, Del and Lyon, Phyllis. "The Realities of Lesbianism" in Motive. March/April, 1969.

Weinberg, Dr. G. Society and the Healthy Homosexual. New York: St. Martins Press, 1972.

Wolff, Charlotte, M. D. Love Between Women. New York: Harper and Row, 1971.

VIII. Variations in Sexual Experience

The purpose of this section of the course is to discuss sexual experiences other than heterosexual, bisexual, and homosexual. A panel will define such terms as bestiality, fetishism, exhibitionism and sado-masochism. The panel will also discuss narcissistic forms of sexual experience, i.e., masturbation, sexual fantasies, etc., and the sort of undifferentiated sexuality which is less often discussed in textbooks, but is a recurrent theme with such poets as Walt Whitman, William Blake, and, more recently, Anais Nin.

IX. Sexuality and the Law

The primary objectives of this session are to familiarize the student with the concept of legal restraints on sexual activity and human relationships, to discuss such restraints as exist in the American legal system and to contrast those restraints with an alternative model. Consideration will also be given to the impact of legal norms upon behavior.

Slovenko & Phillips, Psychosexuality and the Criminal Law, Vanderbilt Law Review, 15, 797 (1962).

van den Haag, Notes on Homosexuality and its Cultural Setting, in The Problem of Homosexuality in Modern Society, ed. Ruitenbeek, 1963.

Doss, On Morals, Privacy and the Constitution, University of Miami Law 25, 395 (1971).

Parker, Homosexual in American Society Today: The Homophile-Gay Liberation Movement, Criminal Law Bulletin, 8, 692 (1972).

Geis, Gilbert, Not the Laws Business?: An Examination of Homosexuality, Abortion, Prostitution, Narcotics and Gambling in the U.S., National Institute of Mental Health Center for Studies of Crime and Delinquency U.S. Govt. Printing Office No. 72-9132, 1972.

X. Sex and Ethics

The objectives of this session are to supply students with a framework for thinking about sexual morality, to offer examples of the usefulness of that framework, and to stimulate reflection about moral problems arising out of our sexual conduct.

XI. Changing Sex Roles: past, present, future

This discussion looks at how societal changes have brought cultural changes from the past to the present. But the changes that are especially salient to this course are those which young persons are making rather deliberately on this campus and at this time. This is the future coming.

Fernberger, Samuel. "Persistence of Stereotypes Concerning Sex Differences," Journal of Abnormal and Social Psychology, 43 (1948) 47-101.
Horner, Matina. "Women's Will to Fail," Psychology Today, (Nov. 1969).
Howard, Suzanne. "Beyond the Pale of Social Roles."
Howard, Suzanne. "Multiple Roles of Women and The Changing Concept of Marriage."
Jarvis, Carol. "Woman and Man," Psychology Today (Mar. 1972).
Mead, Margaret. Sex and Temperament. New York: Dell Publishing Co., 1968.
Rosenkrantz, Paul and Vogel, Susan. "Sex-Role Stereotypes and Clinical Judgments," Journal of Consulting and Clinical Psychology, 34 (1970), 1-7.
Rosenkrantz, Paul; Vogel, Susan; Bee, Helen and Broverman, Donald. "Sex-Role Stereotypes and Self-Concepts in College Students," Journal of Consulting and Clinical Psychology, 32, pp. 287-195.

XII. Sex Role Stereotypes in the Media

The objectives of this session are 1) to explore the implications of the limited sex roles and relationships inculcated via children's television programs; 2) to heighten awareness of the persuasive use of sexual needs and stereotypical relationships to sell products on commercial television; 3) to analyze the limited variations of sex roles and behavior presented on prime time television programs; 4) to examine soap operas and their stereotypical portrayals of male-female relationships.

Cathy-Calvert, Carolyn H. "Sexism on Sesame Street," KNOW Press.

XIII. Marriage and Other Life Styles

A panel will discuss this topic, composed, if possible, of our class members or persons they may know, who are currently involved in both traditional marriage and alternative life styles.

Bernard, Jessie. The Future of Marriage. New York: World Publishing, 1972.
Marriage: For and Against. New York: Hart Publishing Co., 1972.

XIV. Eroticism in Art

This lecture will trace and illustrate some of the ways in which eroticism has organized the sexual content of our experience in works of art from the Baroque period of the 17th century to Picasso, with a side glance at Eastern art.

Nancy Hume, Linda Zeidman
Division of Humanities and
Arts and Social Sciences

Essex Community College
Baltimore County, Md.
Fall, 1973

THE AMERICAN WOMAN; A CHANGING IMAGE

Sep. 10	Introduction
Sep. 12	Group Discussions
Sep. 17	"Declaration of Sentiments" (handout) Our American Sisters, ed. Friedman and Shade, pp. 340-53
Sep. 19	"Ella Price's Journal" (handout), Intro. to Unit 1
Unit 1	The course will start with a series of readings that deal with the problems and lives of both single and married women.
Sep. 24	"Second Choice," Dreiser (handout)
Sep. 26	"Big Blond," Parker (handout)
Oct. 1	The Bell Jar, Plath
Oct. 3	"Reena," Marshall (handout), "The Snare of Preparation" (handout)
Oct. 8	"Tell Me A Riddle," in Tell Me A Riddle, Tillie Olsen
Oct. 10	The Awakening, Chopin
Unit 2	This unit will explore the lives of women in the home and at work.
Oct. 15	Introduction to Unit 2, Women in American Society
Oct. 17	(handouts: Adams, Bradstreet, Burr, Dew) and Sisters, pp. 11-15
Oct. 22	Sisters, Anne Scott, pp. 124-136, and Spruill, pp. 45-59
Oct. 24	Sisters, Jordan, pp. 60-72
Oct. 29	The Yellow Wallpaper, Charlotte Perkins Gilman
Oct. 31	The Domestic Novel, Lecture
Nov. 5	"Women and Economics" (handout), Sisters, Degler, pp. 197-218
Nov. 7	"Struggling into Existence: The Grimke Sisters," Ellen Dubois
Nov. 12	"The Longest Day" in Women at Work, O'Neill
Nov. 14	"I Stand Here Ironing" in Tell Me A Riddle, Olsen
Nov. 19	"Inside the N.Y. Telephone Co." in Women at Work, and Marge Piercy poems (handout)
Unit 3	This unit will explore the roots of feminist reform movements and the lives of women who participated in these movements.
Nov. 21	Introduction to Unit 3, and Sisters, Welter, pp. 96-123
Nov. 26	Sisters, Lerner, pp. 82-95, and Lecture on Women's Movement
Nov. 28	Sisters, Lerner, pp. 152-160, and Harriet Beecher Stowe (Handout)
Dec. 3	Sojourner Truth (handout)
Dec. 5	Elizabeth Cady Stanton, Ann Oakley
Dec. 10	Jane Addams (handout)
Dec. 12	Sisters, Kraditor, pp. 219-226, and O'Neill, pp. 301-325
Jan. 2	Emma Goldman (handout). FINAL PROJECT DUE

PROJECT: FAMILY HISTORY

There are several reasons for choosing a project of this sort. First we felt it would be a good introduction to the history of a period and would help you to relate that history to events in your own life. Second, this project involves a different kind of research from the traditional "go to the library and look it up," and we hope this research will be more personally

relevant. And third, this kind of project fills an important gap in the research done so far in Women's Studies, i.e. exploring the lives of ordinary women. Below you will find some questions and guidelines that will help you get started. The project has two major parts. The first is the case history of a female member of your family, and the second part is an analysis of the material you have gathered.

I. Choosing a subject

The subject for your case history may be any female member of your family (mother, sister, aunt, cousin, grandmother, greataunt, etc.).

II. Questions to ask

In case you feel your relatives are not interesting enough to write about remember that in the past others thought that what women did was unimportant; consequently we have a very sketchy knowledge of how the ordinary woman lived and what she thought and felt. The following questions should help you get started and also give some focus to your interview:

1. Was the woman in your case history married or single?

a. If she was single what kind of pressures did she feel from her family? How did she support herself? Where did she live? Did she regret not marrying? What seems to be the attitudes of the rest of the family towards her? What were her attitudes toward them? What were her attitudes toward aging?

b. If she was married at what age did she marry? Was there family pressure from her family to marry? from society? Why did she marry? Was her marriage a good one? Did she have children? If yes, why? Does she have regrets?

If your subject is divorced, separated, widowed, adapt the above questions to suit these situations.

2. Did your subject work outside the home?

a. If she worked outside the home what kind of work did she do? Were there pressures on her not to work? Did she work from choice or necessity? Did she work at a job that she was prepared for by education (teacher, nurse, etc.) or a job that she took and then learned the skills? Did she like to work, did she like her job? Did she work while children were still at home? If so how were they cared for? Did she feel pressure for not staying at home?

b. If your subject stayed at home how did she feel about housework? Did she do any volunteer work which took her out of the home? Did she have a desire to have a job, career, life, away from her family? Had she been prepared for a career which she never took up? If her children are grown, or still at home, does she want to go to school or pursue a job? If single, did the job fill her needs as well as support her financially?

3. Was your subject involved in any reform or women's groups?

What reforms or groups was she involved with? What was her role in these reforms or groups? Did she belong to any women's clubs? Which ones and in what capacity? Was she active in her church? If so how? If she was not personally involved in any of the above what is her feeling about women who are? Does she know anything about the women in the women's rights movement before the vote was achieved? What are her feelings about the Equal Rights Amendment? About the current women's movement?

These questions are meant to be a guide only; many of the kinds of questions you ask will depend on the woman you have chosen as a subject. The one caution is that you do not become too involved in one small area of her life and neglect other important areas.

III. Guidelines for writing up the Project

The project has two major parts. The first should be a written summary of the questions you have used above. You might start with a BRIEF sketch of the early life of the subject. (Where born, when, early school, etc. If there seem to be some important events which influenced their later life you should include them.) The major part of the project should be an analysis of the information you have gathered. In the analysis there are four major questions you should consider:

1. What was the status of women during the life of your subject? That is, what seemed generally to be the role of women, were there any major historical events which influenced the life of your subject, or women in general (war, depression, suffrage, etc.), You will need to use the historical reading we did in class to answer this question.

2. Was the life of your subject different from or similar to the lives of most women of this time period? You will need to refer back to the history itself, and the literature, as well as the answer to question one.

3. What new perspectives did you get about the history of the period covered by your case history?

4. What new perspectives did you get about the lives of women in general?

You may consider these questions in the body of your paper, along with the case history, or in a separate analysis at the end, but make them a major focus of your work. We will spend some class time discussing how to answer these questions and we will also devote your tutorial time to them.

Cynthia Kinnard, Emily Toth
Humanities Center

The Johns Hopkins University
Winter (Intersession), 1973

IMAGES OF VICTORIAN WOMANHOOD

Jan 3 Introduction

Recurring Images of Women in Painting
The Victorian Woman

Jan 5 John Stuart Mill, The Subjection of Women

Recommended: Chs. on Mill and Ruskin in Millett, Sexual Politics

Jan 8 The Domestic Revival

Henry-Russell Hitchcock, "The Development of the Detached House in England and America from 1800-1900," in Architecture, 19th and 20th Centuries

Recommended: Robert Furneaux Jordan, Victorian Architecture; The Illustrated Catalogue for the Crystal Palace Exhibition Charles Eastlake, Hints on Household Taste

Jan 10 Ibsen, The Doll's House

Recommended: Rest of Millett, Ch. 3, "The Sexual Revolution: First Phase, 1830-1930"

Jan 12 Elizabeth Barrett Browning, Aurora Leigh

Recommended: Woolf, "A Room of One's Own"

Jan 15 Pre-Raphaelite Painting

Timothy Hilton, The Pre-Raphaelites

Recommended: Ford Madox Ford, The Pre-Raphaelite Brotherhood; Wm. Holman Hunt, Pre-Raphaelitism and the Pre-Raphaelite Brotherhood

Jan 17 Charlotte Bronte, Jane Eyre (two-hour session)

Recommended: Lewes, "The Lady Novelists"

Jan 19 The Aesthetic Movement and The Arts and Crafts Movement

Elizabeth Aslin, The Aesthetic Movement

Recommended: Nikolaus Pevsner, Pioneers of Modern Design, esp. Chs. 2, 6; Thomas J. Cobden-Sanderson, The Arts and Crafts Movement

Jan 22 Art Nouveau
Summary and Course Evaluation (two-hour session)

Beardsley, Aubrey Beardsley's Erotic Universe

Recommended: S. Tsudi Madsen, Art Nouveau; Robert Schmutzler, Art Nouveau; Maurice Rheims, The Flowering of Art Nouveau

Required Texts:

Charlotte Bronte, Jane Eyre
Timothy Hilton, The Pre-Raphaelites
Elaine Showalter, ed., Women's Liberation and Literature

Recommended for General Background:

J. B. Schneewind, Backgrounds of English Victorian Literature
W. J. Reader, Life in Victorian England
E. Royston Pike, "Golden Times": Human Documents of the Victorian Age
Henry-Russell Hitchcock, Architecture: 19th and 20th Centuries
The Illustrated Catalogue for the Crystal Palace Exhibition of 1851
Charles Eastlake, Hints on Household Taste
Ford Madox Ford, The Pre-Raphaelite Brotherhood
W. Holman Hunt, Pre-Raphaelitism and the Pre-Raphaelite Brotherhood
Elizabeth Aslin, The Aesthetic Movement
Nikolaus Pevsner, Pioneers of Modern Design
Thomas J. Cobden-Sanderson, The Arts and Crafts Movement
Aubrey Beardsley, Aubrey Beardsley's Erotic Universe
S. Tsudi Madsen, Art Nouveau
Robert Schmutzler, Art Nouveau
Maurice Rheims, The Flowering of Art Nouveau
Kate Millett, Sexual Politics
Virginia Woolf, Three Guineas
Katharine Rogers, Troublesome Helpmate: A History of Misogyny
Walter Houghton, The Victorian Frame of Mind
G. Kitson Clark, The Making of Victorian England
Philip Henderson, William Morris, His Life, Work and Friends

Lois Vallely, Co-ordinator
History

Acadia University, Nova Scotia
1973-74

INTERDISCIPLINARY STUDIES 310

Every student who is taking the course for credit should contact the instructor whose name appears on the list following the topic which the student chooses. Contact should be made as soon as possible as each instructor will be guiding a maximum of ten students, and arrangements will be made on a first-come, first-served basis. A Bibliography and Progress Report is to be made to the instructor concerned in mid-November. The completed paper is to be submitted to the instructor on February 12.

Term Paper Topics (Length: approximately 4,000 words)

1. An examination of the Concept of the Ideal Role for Woman in Wollstonecraft, Friedan, and Millett. (Lois Vallely)
2. An Analysis of Women's Clothing in the 19th Century in relation to the ideals and the reality of Victorian Life (Lois Vallely)
3. Does Women's Clothing now, or has it in the past, reflected a self-concept or symbol of oppression? (Donna Pree)
4. Have women had to forego their femininity in dress or adopt masculine attire to gain equal status with men? (Donna Pree)
5. Relate specific selected political strategies and/or issues of some part of the women's movement, past or present, to the role and temperament to which women have been socialized. (Lorette Toews)
6. Is the nuclear family inherently destructive to women? Are the alternatives consistent with human psychological needs? (Lorette Toews)
7. Relate the images of the sexes in selected Nova Scotia public school curriculum materials to psychological studies of gender preference in children. (Lorette Toews)
8. Examine the impact of industrialization on family patterns in Canada. (Lorette Toews)
9. Relate literary images of women from selected writer(s) to psychological and sociological research on sex-role stereotypes. (Lorette Toews)
10. Examine the use of clothing in Sylvia Plath's novel The Bell Jar. How does the author illustrate her own feelings of alienation and isolation through the clothes her heroine wears? Refer to Plath's poetry if necessary. (Hilary Thompson)
11. Mrs. Gaskell (Mary Barton) and Charlotte Bronte (Jane Eyre) examine the plight of different kinds of working women. Using Wanda F. Neff's book on Victorian Working Women compare the positions of working women in these novels and in industrial life. (Hilary Thompson)
12. Examine the literary images of women as reflections of the prevailing sex-roles of the fifties in the works of Sylvia Plath. (Hilary Thompson)
13. Virginia Woolf emphasizes the importance of the reconciliation of the male and female aspects of one's personality. How does she define "male" and "female"? And to what extent is she reconciling these aspects of her own personality in To the Lighthouse and/or Orlando? (Hilary Thompson)

14. Examine the female stereotypes in George Eliot's novel Middlemarch. To what extent is her heroine, Dorothea, a reflection of the attitudes towards women and their education held by Mary Wollstonecraft? (Hilary Thompson)
15. Does the portrayal of women in French-Canadian novels give a true picture in the light of historical events? Select three novels as a basis for your discussion. (Lethem Roden)
16. Women of the salons: a negative or positive influence in the advancement of women's status? (Lethem Roden)
17. Discuss the attitudes of women politicians in Canada toward their status and themselves as women. Include in your discussion an analysis of the memoirs of Nellie McClung, Thérèse Casgrain and Judy LaMarsh. (Margaret Conrad)
18. The Women's Rights Movement at the turn of the century met severe criticism from some of the most prominent men of letters in Canada, including Goldwin Smith (Essays on the Questions of the Day), Andrew Macphail (Essays in Fallacy), and Stephen Leacock (Essays and Literary Studies). Discuss the arguments used by these Canadian anti-feminists. What are the bases for their rationales? How do their arguments differ from contemporary attacks on the Women's Movement? (Margaret Conrad)
19. "Nowhere has the traditional conservatism of the Maritimes been more apparent than in the securing of political rights for women." (C. L. Cleverdon, The Woman Suffrage Movement in Canada). Discuss the reasons why the Maritime women seem to have been less concerned about their status than women elsewhere. (Margaret Conrad)
20. Discuss the role and status of women in Canadian frontier society. Does the evidence suggest that women in pioneer society were in any better position than those who lived in the older settled regions of Canada? Base your analysis on the memoirs of women who experienced pioneer life such as Marie de l'Incarnation, Susanna Moodie, and Nellie McClung as well as on contemporary studies of frontier life such as James Gray's Red Lights on the Prairies. (Carrie Fredericks)

E. Ann Kaplan
English

Monmouth College
West Long Branch, N. J.

IMAGES OF WOMEN IN FILM

The overall aim of this course is to study the various images of women in films from the 1930's to the present. The images, of course, vary from decade to decade, and we will try to understand the reasons for the changes, but even within a given time span, there are subtle and complex differences in the way women are conceived. Individual directors (almost always men, naturally) will give their own emphasis to a stereotype. As significant as the paucity of female directors is the paucity of films with women as central characters; but many women became famous stars and drew people to the films in which they figured, even if in a subordinate, passive role. We will study some of these stars and try to discover what their appeal was. The better films depict women with a complexity that goes beyond the simplistic stereotypes, but even in these films one can see the cultural assumptions about women's roles and women's psychology.

I have divided the films into three main groups. The first, films that reflect the stereotypes, is the easiest to fill. Choices here are numerous, but often the films are barely worth seeing in themselves, and the images are now so familiar and obvious that they hardly need discussion. Nevertheless, it's important to have the stereotypes clearly in our minds before going on to the next two groups. The second group explores more realistically than the first what it's like being a woman in this culture. Women are treated with more understanding and sympathy; they are seen as human beings with needs and desires rather than merely projections of male fantasies and fears. The final group, films made with a degree of consciousness about women's liberation, is the hardest to fill satisfactorily. Some documentaries have emerged out of the movement, and we will look at these both at the start and at the end of the course, but relatively few even of these show women engaged in purposeful and meaningful action. They tend to explore the cultural conditions women have to cope with in this society, and while this is useful, it does not go far enough in giving women alternate images to model themselves on. The most positive film in terms of women getting up and taking action remains SALT OF THE EARTH, made way back in 1954. Needless to say, the films in the first two groups are mainly made by male directors while those in the third are mainly made by women. As the movement gets underway, more and more women who have been liberated will turn to film to express their new vision of possibilities for women.

In addition to these overall aims, the course has two specific purposes. that ideally should come together in our discussions. First, the course is about women. We will study the myths about, and stereotypes of, women as they emerge from the films we look at. We will consider the myths and stereotypes from several points of view: 1) we will analyze the images to see how valid they are; do women really behave in the ways shown, or are the images the result of male fantasies and projections? 2) In either

case, we will try to find reasons for the images. Are women culturally conditioned to certain kinds of behaviour? Is anatomy destiny? Do men need to idealize and degrade women in certain ways? 3) What are the social reasons for the images? What possible economic functions do the images serve? How would society be affected were women to be totally liberated from their present roles? 4) Are the images of women in a film a reflection in any way of the reality in a particular culture? Do media images shape and prepare women to fulfill certain social functions? We will try to analyze the complex relationship between mass media and society, and between works we can call art, and society.

Second, the course is about film as an art form and as a powerful mass medium. We will study the basic techniques of film form and learn how to look at films closely and carefully. We will analyze what each director is trying to express in his film and learn to judge how well he has succeeded in making his film. We will talk about Hollywood as an industry: how does the commercial basis of Hollywood films affect the end product as a whole but especially the way women are presented? How does the star system work? What does it mean to be a famous star in terms of that person's self-image and private life?

Two texts are required, one that raises certain questions about sex-roles and women in America today, and another dealing with film technique:

Deborah Babcox, M. Belkin, Liberation Now
Louis D. Gianetti, Understanding Movies

Certain chapters will be required, discussed in class and tested, but students should read the complete works on their own. I will hand out bibliographies of relevant works on women and on film to support the required reading.

Summer, 1973

I. Introduction: The Socialization of Women into Stereotyped Roles

June 5 Making Out, Ohio Newsreel, 10m, USA, 1970
Miss America, Ohio Newsreel, 10m
Growing Up Female, Ohio Newsreel, 60m

II. Stereotypes in the Cinema

June 7 Von Sternberg, The Blue Angel, Con, 94m, Germany 1930
June 12 Billy Wilder, The Seven Year Itch, Films, Inc., 104m, USA
June 14 J. L. Mankiewitz, All About Eve, Films, Inc., 91m, USA 1950

III. Exploring the Way It Is

June 19 De Sica, Two Women, Audio, 105m, Italy 1961
June 21 Cassavetes, Faces, W. Reade, 129m, USA
OR
Clayton, Pumpkin Eater, Audio, 110m, England 1964
June 26 Barbet Schroeder, More, Cinema 5, 110m, England 1970
June 28 Juliet of the Spirits, 137m, Italy 1965

IV. Beyond the Stereotypes

July 3 Biberman, Salt of the Earth, Audio, 94m, USA 1954
July 5 Bergman, Persona, United, 81m, Sweden 1967
July 10 Tesigahara, Woman of the Dunes, Con, 123m, Japan 1964
July 12 Short films from the WL movement:
Rosenberg, Roseland, Images, 243 Elmwood Ave., Evanston, Ill. 60202, 312-869-8585
Daycare, Ohio Newsreel, 20m, USA 1970
Break and Enter, Ohio Newsreel, 50m, USA 1970

Fall, 1973

I. Introduction: The Perspective of the Contemporary WL Movement

The Woman's Film, Women Talking, NR
Miss America, NR
Making Out, NR

II. Part I: Films Reflecting Myths and Fantasies About Women

Ernst Lubitsch, Ninotchka, Germany, 1939, 110m, FI, Garbo
J. Von Sternberg, Blonde Venus, USA, 1932, 97m, Univ., Dietrich
G. Stevens, A Place in the Sun, USA, 1951, FI, Liz Taylor

III. Part II: Women as viewed by Male Directors trying to look beyond the stereotypes

Fellini, Nights of Cabiria, Italy, 1957, 110m, AB, Julietta Massina
Cuckor, Adam's Rib, USA, 1949, 101m, FI, Katherine Hepburn
R. Polanski, Repulsion, Poland, 1965, 105m, COL, Catherine Deneuve
Bergman, Passion of Anna, Sweden, 1970, 99m, UA, Liv Ullman

IV. Part II: Women as Viewed by Female Directors

Leontine Sagan, Maedchen in Uniform, Germany, 1932, 69m, F-IM
Agnes Varda, Le Bonheur, France, 1965, 85m, JSC
Kate Millett, Three Lives, USA, 1970, 75m, IMP

V. Conclusion: Films from the Contemporary Movement

Daycare, NR
Break and Enter, NR
Growing Up Female, NR

Key to Film Agencies:

AB	Audio Brandon Films	Univ	Universal Films
COL	Columbia Cinematheque	UA	United Artists
FI	Films Incorporated	IMP	Imperial Films
FI-IM	Film Images	JSC	Janus Films
NR	Ohio Newsreel		

Karen Kennedy
Women's Studies

California State University,
Sacramento
1972-73

IMAGES OF WOMEN IN MUSIC

REQUIRED READING

Female Liberation, Roberta Salper (ed.)
How Music Expresses Ideas, Sidney Finkelstein
The Meaning of the Blues, Paul Oliver
Bessie Smith, Paul Oliver
Lady Sings the Blues, Billie Holiday
Janis, David Dalton
"Love," Chp. 6, Dialectic of Sex, Shulamith Firestone
Ma Rainey and the Classic Blues Singers, Derrick Stewart-Baxter

COURSE REQUIREMENTS

1. Reports on Assigned Readings
Members of the class shall be divided into some kind of equitable grouping system. Upon completion of each reading unit one group will be responsible for answering and responding to the questions from all the class members. The questions shall be written down and submitted to the instructor one class meeting before the day of discussion. There will not be any "right or wrong" answers - just discussion of the questions.
2. Journals
Four times during the semester students are asked to hand in a journal. It is to be a general recording, preferably on a weekly basis, of your reactions to what you see-hear-feel going on about you in relationship to women. Class readings and discussions, media, family, friends: these are all sources of woman's portrayal. Does your consciousness about women change during the course of the class? Do you form more negative or positive feelings and knowledge as to the status of women in our society, to the image of women as you observe it in and about music? Grammar, spelling, composition - these are not matters of concern to the instructor; in fact, they are often intimidating, a blockage to the development of woman's consciousness and expressiveness. The instructor will not grade journals but respond personally and confidentially as often as possible to what you write.
3. Contracts and Projects
These two course requirements are co-related. Begin thinking now of a theme for a project. The nature of projects, and how they may be implemented, is quite varied. The instructor shall bring in examples throughout the semester. Each project is to be presented orally to the class as well as having some form of written summation. Collages of music must be carefully preplanned before approval is given for them. The mechanism for approval is via the contract. On a specified syllabus date they will be handed in. It's easy - just write down the details of what you want to do.

Include sources: albums, articles, books, etc. - whatever you plan to use. I will go over them with you, by appointment, making sure that we both understand what you're doing. A variety of media is available. The dates for project presentation are open throughout the semester so that they may be interspersed with varying similar topics on the syllabus.

Sept. 18
Introduction to class.

Sept. 20
Student introductions to each other. Discussion of everyone's musical interests.

Sept. 25
Discuss socio-cultural origins of our ideas about music, and specifically, women and music.
READ: How Music Expresses Ideas, Finkelstein, chps. 1-6
"How Music Exploits Women" - a handout

Sept. 27
Continue discussion from Sept. 25th. Listen to tape, "Quiet Days in Clichy."
READ: Finkelstein, chps. 7-10

Oct. 2
Discussion of women as objectified in music such as the "Clichy" recording.
READ: "On the Temptation to Be a Beautiful Object," p. 203 in Salper.

Oct. 4
Class "field" project - observations as to the differences between male and female behavior in public places. Psychic influence on women as musical performers before audiences, agents, auditions, etc.
READ: "Woman and Her Mind," p. 228 in Salper
"No More" - a handout on verbal sexism

Oct. 9
Discussion of romantic love in Western civilizations.
READ: "Love," chps. 6 & 7 of Firestone's Dialectic of Sex
"Love Junky" - a handout item
"A Look at Love Comics" - a handout from The Second Wave

Oct. 11
Historical overview of the development of blues music in the U.S.
READ: The Meaning of the Blues, Oliver

Oct. 16
Discussion of black women's struggle for existence in the U.S., its obvious influence on musical form and content, i.e. blues
READ: "Narative of a Life," p. 75 in Salper
"Double Jeopardy: To Be Black and Female," p. 208 in Salper
"A Black Woman Speaks..." a handout poem
"Women of the Blues," a handout

Oct. 18
Discussion of Bessie Smith and classic blues singers. Listen to records.
READ: Bessie Smith, Oliver
Ma Rainey and the Classic Blues Singers, Stewart-Baxter
Everyone hand in questions in response to these first readings. Also, turn in Journals for the first time.

Oct. 23
Discuss questions of the first unit of readings.

Oct. 25
Life and music of Billie Holiday. Guest speaker
READ: Lady Sings the Blues, Holiday

Oct. 30
The Few Women of Jazz.
FILM: Discovering Jazz

Nov. 1
Music and record making: music as industrial output. Guest speaker
READ: Organizational flow chart, a handout
"The Structure of the Popular Music Industry," an excerpted handout

Nov. 6
Classical music: women in operas, as composers, behind-the-scenes.
READ: "Tuning Out Women Composers," a handout, also obtainable in Women: A Journal of Liberation, Steinberg
"Women in the Pit: Composer-Conductor," a handout, also in Newsweek, 80 (Aug. 21, 1972), pp. 82-83, M. Harris.
"Why Haven't Women Become Great Composers?" an excerpted handout, also in Hi-Fidelity Magazine (Feb. 1973), J. Rosen, pp. 46, 51-52.

Nov. 8
Continuation of materials from Nov. 6. Bring own records (optional).

Nov. 13
Discussion of the lone "troubador" phenomenon OR the "soft" revolution in music. Guest Speaker.
READ:
Turn in questions for second unit of readings.

Nov. 15
Discussion of second set of questions and readings.
Turn in Journals for the second time.

Nov. 20
Discuss and listen to music of C. King, C. Simon, B. Midlex, et. al.
READ: selected lyrics, handout

Nov. 27
Folk artists, male and female. Is sexism present in lyrics, topics? Bring own records as well. Also discuss the sexism of Bob Dylan.
READ: variety of handouts
OPTIONAL READING: Great Day Coming, Denisoff

Nov. 29
The Rock and Roll (R & R) Revival: Then and Now. Guest speaker and tapes.
READ: a handout

Dec. 4
Women and Country-Western Music. Guest speaker.
READ: "The Queen of Country Music," a handout, also in Ms. (March 1973).

Dec. 6
Listen to a variety of country music, old and new. Discussion of the sex-role imagery; amount of equality, emotionally and financially, between men and women in country music.

Dec. 11
Rock music: mid to late 1960's. Bring favorite sexist albums.
READ: "Rock Around the Cock," "Sexism in Rock Music," "Woman Hating," "Women: On Rock," "Women in Rock: They Won't Get Fooled Again," Ms. (Aug. 1972). All are handouts.

Dec. 13
Janis Joplin.
READ: Janis, Dalton
"Janis," a handout
"Woman as Losers," a handout and also Appendix 3, Janis Joplin: Her Life and Times, D. Landau

Dec. 18
Groupies: denigrated musical "camp-followers."
READ: "Groupies and Other Girls," an excerpted handout from a special issue of Rolling Stone (Feb. 1969, no longer in print).
Turn in questions for third set of unit readings.

Dec. 20
Discussion of readings, third time around.

Jan 8
Women's Bands. Hopefully, guest speaker
READ: "Interview with members of Fanny," a handout
"Feminist Rock: No More Balls & Chains," handout but also in Ms. (Dec. 1972).
"Fanny: Womanrock," a handout
Turn in Journals for the third time.

Jan. 10
Feminist alternatives for the creation of new music. Listen to examples of such new music and discuss.
READ: "New Haven Women's Liberation Rock Bank: an Interview," handout
"Developing A Revolutionary Women's Culture," Chicago Women's Liberation Rock Band. In Women: A Journal of Liberation, 3(2), pp. 2-5, also a handout
Women's Songbook, Judith Busch and Laura X

Jan. 15
Feminist criticism of children's music: alternatives to sex-role stereotyping in music.

Jan. 17
Class members' project presentations.
Turn in Journals for the fourth time.

Jan. 23
At the bewitching hour of 8:00 a.m. we are to meet for our "final" exam. Instead we will use the time to conclude our project presentations plus tidy up loose ends. Classes in the past, also stuck with this horrid time slot for this class, have chosen this time to eat breakfast. We all brought something to eat, shared juice and coffee-tea and had a great time. What do you think?

Lise Vogel
(Now at Cambridge-Goddard Graduate School

Massachusetts College of Art
1972-73, Semester II

WOMEN, ART, AND FEMINISM: SYLLABUS

This course is generally structured in four sections: Introduction; Woman's Situation; Reality vs. Image; Final Projects and Evaluation. Below is an outline; it may change as things develop, so rely on your weekly class notes for the exact topics and assignments. The real life of this course will be the work done together in class on the basis of the assignments. For this reason, regular presence and participation are crucial.

Week 1: INTRODUCTION I
Assignment: ---
Discussion: General introductory discussion.

Week 2: INTRODUCTION II
Assignment: Go to Museum of Fine Arts (exact assignment given in class).
Discussion: Museum trip responses. Woolf assignment.

Week 3: INTRODUCTION III
Assignment: Virginia WOOLF, A Room of One's Own.
Presentation: Overview and scope of course.
Discussion: Woolf (focusing on questions assigned). Slides: nudes; work.

Week 4: INTRODUCTION IV
Assignment: Preliminary paper on women and art (3 copies; exact assignment in class).
Discussion: What learned from doing papers. Slides, cont'd.

Week 5: WOMAN'S SITUATION--IN GENERAL
Assignment: Read each other's papers (on reserve; exact assignment given in class). Kate MILLETT, Sexual Politics, pp. 61-127 (on reserve).
Presentation: Images of women.
Discussion: What learned from reading each other's papers. Woman's situation, past and present. Slides: women and men; families.

Week 6: WOMAN'S SITUATION--AS ARTIST AND CRITIC
Assignment: Linda NOCHLIN, "Why Are There No Great Women Artists?" (xerox; also reserve).
Cindy NEMSER, "Art Criticism and Gender Prejudice" (xerox).
Presentation: Nineteenth century painting: introduction.
Discussion: Begin consideration of "second wave" feminist views on art; interaction of an artist's gender with her/his art; etc. Slides: women artists.

Week 7: WOMAN'S SITUATION--AS ARTIST AND CRITIC, cont'd.
Assignment: Shulamith FIRESTONE, Dialectic of Sex, ch. 8 (xerox; also on reserve); Pat MAINARDI, "A Feminine Sensibility?" (xerox); Look over WOOLF, NOCHLIN, and NEMSER again.
Presentation: Nineteenth century painting: David.
Discussion: Various feminist points of view on women and art; to what extent is there/should there be a "feminine"/female/feminist art; etc. Collective discussion of assignment for week 8 on Cassatt, Morisot, and 20th century women artists. Slides: mirror motif.

Week 8: WOMAN'S SITUATION--IN ART
Assignment: Dora Jane JANSON, "From Slave to Siren" (xerox). Familiarize self with work of Morisot, Cassatt, and Diane Arbus.
Presentation: Nineteenth century painting: Goya.
Assitional presentations: Morisot and Cassatt; Diane Arbus.
Discussion: Women artists in the 19th and 20th centuries; to what extent do they seem to be "feminine"/female/feminist; etc. First collective discussion of final projects.

Week 9: REALITY VS. IMAGE--SEXUALITY, THE NUDE, and THE "EVIL WOMAN"
Assignment: Gerald NEEDHAM, "Manet, 'Olympia,' and Pornographic Photography" (xerox); Jan THOMPSON, "The Role of Woman in Art Nouveau" (xerox); Thomas HESS, "Pinup and Icon" (xerox). Review JANSON (assigned in week 8) if necessary.
Presentation: 19th century painting: Delacroix; rise and fall of pornography.
Discussion: Portrayal of women in 19th and 20th century art. The reality versus the image in art; why the gap? how was it/is it functional in society? Who is the "evil woman"? in the 19th century? today? Further discussion of final projects.

Week 10: CONTEMPORARY FEMINIST ARTISTS
Assignment: Catalog of PROJECT WOMANHOUSE (xerox). Judy CHICAGO and Miriam SCHAPIRO, "A Feminist Art Program" (xerox). SCHAPIRO, "The Education of Women as Artists: Project Womanhouse" (xerox). Pat MAINARDI, January 1973 CAA statement (xerox).
Discussion: How does what Chicago and Schapiro are doing fit into what you think a feminist perspective on art might be? What do you think of Project Womanhouse? Would you like to be in a feminist art program? Why or Why not? Do you agree with Mainardi's critique of Chicago? etc.
Proposal for final project due (and further discussion).
Discussion of who does presentations of studio work for May 1 class.

Week 11: CONTEMPORARY FEMINIST ARTISTS, cont'd.
Assignment: Attend, if possible, Pat Mainardi's talk on "High Art, Low Art, and Feminism," at 12:30. Think what high art really is; what is the real difference between high art, popular art, or crafts? Does this have anything to do with sex, class, or race differences?
Discussion: Meet with Pat Mainardi during class time.

Week 12: REALITY VS. IMAGE--THE "GOOD WOMAN" & FEMINIST ART
Assignment: Visit to museum (exact assignment given in class before vacation). Look at illustrations in WOMAN AS SEX OBJECT, ed. Hess and Nochlin (on reserve).
Student presentations: On own image-making (women, children, men....)
Discussion: The "good woman," focusing on questions assigned. Relation between the "good woman" and pornography. What image of woman do you want to present? Who is the "good woman" today? in general? for you? etc.

Weeks 13 and 14
Presentation of some of the final projects for this course to the class as a whole; evaluation of the course by the class.

Lise Vogel

WOMEN, ART, AND FEMINISM: AN ANALYSIS

The women's liberation movement has had relatively little impact within the art world until recently, for a variety of reasons. This means that many issues already long familiar to women in other fields are often just beginning to be confronted by women teaching and doing research in art. In particular, the complex problem of what a truly feminist involvement with art might be--for the artist, critic, art historian, art teacher, or museum worker, as well as for the ordinary art-loving woman--is only starting to be explored with the thoroughness and commitment it deserves. Teaching and research in the area of women, art, and feminism have noticeably expanded within the last year or so, however, and the situation is rapidly improving.

The courses I have taught have been offered in two very different contexts. At Boston University I offered a seminar in the College Seminar Program in the first semester of 1972-73. Fourteen women registered, ranging from first-year students to graduating seniors. Several were majoring in art history, two or three were seriously involved in developing themselves as artists, and a few had had no previous exposure to art. The experience and awareness of the women with respect to the women's liberation movement also varied very widely. All the women were in their late teens or very early twenties, and only one was married.

At the Massachusetts College of Art (a vocationally oriented college within the state college system of Massachusetts) I taught a course in the Critical Studies Division in the second semester of 1972-73. Thirteen women took the course for credit. Most were third or fourth-year students, and all were extremely involved with art as developing artists and art teachers. Previous exposure to the women's liberation movement was on the whole limited although awareness and interest were intense. Age ranged from below 20 to almost 30; about half were married, or had been married; one had a child. The course will be offered again in 1973-74; it has a pre-registration of about thirty students. I plan to revise the syllabus in order to focus more clearly on the issue of women as artists within and without the art world.

Description

The two courses were similar in structure and general outline. Each met for three hours once a week. The time was sometimes used for intense and focused consideration of one topic. More often, we varied the pace and orientation. For example, a single meeting could include one or more presentations (by a student, an invited participant, or myself); discussion of readings; discussion of the students' work (written papers, studio work etc.); discussion of slides grouped topically. The syllabus for the course taught at Boston University was altered in order to respond to the much greater social and artistic sophistication of the students at the Massachusetts College of Art and to the slightly increased availability of resources (newly published articles, a guest lecturer, etc.).

The course began with an introductory section of about four weeks. Discussion here was based on reading, a museum trip, papers written by the students and read by the entire class, and slides. Emphasis was on defining the various problems that must be confronted when investigating the issue of women and art; introducing material to fill in the most important gaps in the students' past experience; demystifying the women's liberation movement where necessary; and getting to know each other and each other's concerns.

The second section, of perhaps three or four meetings, focused on the situation of women--in general, and as artists, viewers, or critics. We read a number of articles and essays relevant to these issues, and deepened our discussion and understanding of the questions defined during the initial weeks. I also gave a series of lectures (about an hour each week) situating nineteenth century art into its social context. These were necessary to correct the rather formalist approach to art the students brought with them into the course; to provide an outline sketch of the history of women, of feminism, and of other social movements; and to introduce the next section of the course.

In the following several weeks we surveyed the question of the depiction of women in art--usually, but notexclusively, in high art by male artists. The emphasis was on "reality vs. image," that is, on the various ways in which the imagery of women has not corresponded to social reality, why this has been so, and what it means. Care was taken to be thorough, subtle, and historical in these discussions. Although in both courses time ran out, we considered specific problems in the areas of sexuality, the nude, canons of beauty, the "evil woman," the "good woman," pornography, and so on. At the end of this section, the recurring issue of what a feminist art is or might be was thoroughly and sensitively discussed.

The last two or three meetings were devoted to presentations by students of their individual projects to the class as a whole. The process of choosing and designing a final project had been begun as soon as possible in the course, no later than 4 or 5 weeks before the end of the semester. Projects were discussed collectively in class as well as individually with me. The choice of projects was extremely varied and included: studies of imagery and of individual artists (male sexuality in Schiele; Gauguin's Tahitian works from a feminist perspective; mothers and children in Cassatt; contrast of Ingres' nudes and portraits); examination of specific aspects of the gap between art and social reality (nineteenth century depictions of brothels; twentieth century pornography; critical review of "Lady Sings the Blues"; illustrations in children's coloring books; other aspects of mass culture); presentations by students of their own art-making, past and present, based on insights and questions developed in the course; and a variety of extremely interesting individual projects created to answer some specific question for a student. The discussion of the presentations in the class was supportive without being uncritical. In many cases it gave students a sense of what it would be like to do creative work for a specific and highly motivated audience--an organic involvement of art, artist, and society. The contrast with the present structure of the art world was evident, and helped students to understand their situation more clearly.

Evaluation and recommendations

Both courses were thought by the students to be highly successful. They felt they were able to consider issues that in most cases they had not previously been able to explore. At first the questions concerning the situation of women were most important for some, while for others the problems of art dominated. In the end, most students were confronting the issue of how to integrate their involvement in art with their situation as women. The results were varied, but on the whole the courses helped the students to feel positive about this often difficult confrontation, and about the possibility to move forward in their own work.

From my point of view both courses were exciting teaching and learning experiences. I was, however, often frustrated by the extent and level of what could be done. The limitations were imposed in a number of different ways.

First, as organizer and instructor of the course I had virtually no models on which to build a syllabus. Although the expanding women's studies movement of the past five years has resulted in the publication and wide circulation of hundreds of course descriptions, syllabi, and bibliographies covering virtually every field, only one of these concerns art. This was an upper-level and partly interdisciplinary seminar on the image of women in 19th and 20th century art, taught by Linda Nochlin in 1970 at Vassar College. Women who teach introductory courses or who wish to develop other approaches to the issues have thus had to rely on their own experience and on the work done in other fields. There is an urgent need to make available the same variety of course syllabi and bibliographies in art that already exists in most other disciplines.

A second problem was the very great lack of teaching and research resources. Here again, the comparison with other fields suggests a great lag within the art world, one that is in the process, hopefully, of being corrected. Specifically, many slides and reproductions are simply unavailable. Very few articles dealing with women and art are suitable for use in teaching; and only a handful of these are written from a feminist perspective. No monographs have yet been published. Two collections of essays appeared in 1973; both are eclectic, uneven, and relatively specialized. Although in the past year the situation has begun to change, especially from the point of view of research-in-progress, the dearth of teaching materials remains serious.

A third kind of limitation resulted from the situation and background of the students themselves. Both at Boston University and the Massachusetts College of Art, virtually all the students were without any foundation in women's studies. This meant that a great amount of class time had to be devoted to essentially introductory material. At BU the problem was compounded in that many students had very little understanding of art, so that introductory material had to be provided in two areas. Such difficulties arise, of course, out of the inadequate educational and social structure in which the students have been formed. The problem can only be avoided if the instructor is able to specify as prerequisite a certain level of exposure and commitment to both art and feminist issues. In most cases this will probably be impossible, but the instructor can at least recognize that such problems are built into the situation and are not either the instructor's or the students' fault.

Lastly, both courses suffered in that they were presented as isolated one-semester offerings. There was no context of a women's studies program or even of a good spectrum of similar courses. This meant that some students brought their desire for such a program into class; their real and very justified frustration thus became still another of the many issues considered. At the same time, other students sometimes felt that they were being held back in that they wanted a more focused and thorough investigation of a particular problem within the overall topic of women and art. In other words the one isolated teaching situation was being asked to contain too many different concerns and interests. The only way out of this dilemma is of course to be able to work within a structured curriculum of women's studies. A course on "Women, Art, and Feminism: could then build on a more or less standard prerequisite introductory course on, say, "Women in Contemporary Society." More specialized courses and seminars in the area of art might include: "Contemporary Women Artists," "The Image of Women in 19th Century French Painting," "Sexuality in Modern Art," "Gender as a Critical Point of View in Art and Literature," "Women: A Studio Workshop," and so on. Such a structure provides for both students and teachers a range that will not be available within art departments until the many issues involved in the topic "Women, Art, and Feminism" are recognized as urgent and general problems.

General remarks

As an art historian and teacher committed to women's liberation, I believe that feminists who teach art courses have the important task of helping to build the necessary context for the creation of a feminist art, criticism, and scholarship. I should add that the issue is not just the development of a feminist perspective, but indeed the creation of an approach that for perhaps the first time will be fully adequate to the reality, meaning, and beauty of art.

Three general and overlapping areas of interest stand out as obvious running themes for any course dealing with women and art, and particularly for an introductory one. First, there is the process of learning what women artists have done and what they are doing now. For women artists of the past, one must also ask in each case whether and how the specific female experience of a woman artist materialized itself in any way in her work. Moreover, in studying the art of the past, two questions come up very clearly: how did the very different organization of art in pre-capitalist societies affect the role of women as artists; and what was the meaning of the distinction between "high" art (usually produced by men) and "low" art (usually produced by women, at least in pre-capitalist societies). For more modern women artists, the issues are somewhat different: what are women artists doing? what are women artists with a self-conscious sense of themselves as women, or perhaps as feminists, doing? Participants in a given class may also decide to ask what each member, as a female (or male) artist, thinks she (he) is doing and what it is she (he) wants to do.

The second area to consider is that of the image of women in art, usually high art by men. What can be learned when a feminist consciousness and approach is brought to the topics of traditional art history? Here again a distinction must be made, or at least an awareness kept, of the differences

between high and low art and between art by men and art by women. How have women been portrayed, and how are they being portrayed now (in the widest sense, including when women are neutralized or eliminated)? Which women are portrayed and why? What is the relationship of the images to the reality of women's lives? To what extent and why has the image of women in art not reflected social reality? What are the consequences of taking the image of "man" as the human norm?

Finally, there is the general question of whether there in fact exists a specific gender point of view in the response to art, in the creation of art, and in the interpretation or appreciation of art. For example, do women now, or did they in the past, have such a different experience from men that they bring to art a significantly different perspective? If so, what specifically is it in a given period? When women look at art by men, do they from their experience have insights that men don't have? What are they? When women make art, do they do it differently? and should they?

It should be stressed that a too-intense focus on any one of these three areas--women as artists, images of women, the gender point of view--will result in an unsuccessful approach and an inadequate course and teaching experience. Too much concentration on women artists can develop into what I would call cultural feminism, that is, an uncritical overemphasis on gender that obscures and denigrates other questions, above all class and race. An exclusive study of the image of women in art tends to demoralize and discourage students, especially if done without a strong feminist perspective. At its worst this approach can become a superficial survey of what seems to be the chauvinism of male artists; the task, however, is not to uncover and catalog the varieties and sins of sexism, but to understand and act on them. An overemphasis on the image of women in the work of male artists can also be relatively conventional and reformist, as well as extremely dull. Finally, pure discussion of the question of a female or gender point of view is apt to be abstract and ahistorical.

To sum up, a good feminist course on women and art can only be created by organically combining the three issues within a strong historical framework and a clear and integrated perspective on the correlative issues of race and class. Above all, it must be <u>historical</u>, that is, fully aware of the complexity and specificity of the particular historical moment--including our own.

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Portions condensed from "Fine Arts and Feminism: The Awakening Consciousness," forthcoming in <u>Feminist Studies</u>, Winter 1973-74.

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Gerdts, William H., "Marble and Nudity," Art in America, LIX, 3 (May-June 1971), 60-67. (19th century attitudes towards nude sculpture, etc.)

Hess, Thomas B., "Pinup and Icon," in Woman as Sex Object (= Art News Annual XXXVIII; 1972), pp. 222-257. (Relationship of the popular pinup image to "high" art, especially de Kooning...)

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Janson, Dora Jane, "From Slave to Siren," Art News, LXX, 3 (May 1971), 49-53, 68-71. (19th century images of women in art, how they changed, etc.)

Kingsbury, Martha, "The Femme Fatale and Her Sisters," in Woman as Sex Object (cited above), pp. 182-205. (Interesting but superficial survey of a type.)

Krauss, Rosalind E., "Manet's Nymph Surprised," Burlington Magazine CIX (1967), 622-627. (Peeping-tomism in 19th century art.)

Melot, Michel, "'La Mauvaise Mère'—Etude d'un thème romantique dans l'estampe et la littérature," Gazette des Beaux-arts, per. 6, LXXIX (1972), 167-176. (Survey of mother-themes; 14 interesting prints illustrated.)

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Nochlin, Linda, "The Family;" "The Fallen Heroine," in: Realism (Baltimore, 1971), pp. 193-206. (Quick overview of the two themes in 19th century art.)

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Warren, Larissa Bonfante, "Etruscan Women: A Question of Interpretation," Archaeology, XXVI, 4 (October 1973), 242-249.

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Bowie, Theodore, and Christenson, Cornelia, eds., Studies in Erotic Art (NY 1970).
Clark, Kenneth, The Nude (1956). (Esp. chapters I, III, IV, VII, VIII.) (pb)
Foxon, David, Libertine Literature in England 1660-1745 (NY 1965). (On the origin of pornography in the 17th and 18th centuries.)
Galerie (Paris), no. 118 (July-August 1972). Special issue devoted to "Eros ou la sexologie de l'art;" lots of illustrations.
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Kronhausen, Phyllis and Eberhard, Erotic Art (NY 1968). (Lavish exhibition catalog.)
Marcus, Steven, The Other Victorians, A Study of Sexuality and Pornography in Mid-Nineteenth Century England (NY 1966). (Esp. Introduction, chapters 1, 3, 7.)
Praz, Mario, The Romantic Agony (London 1933). (Esp. pp. 159-163, 289-298; book is a general study of erotic sensibility in 19th century art, mainly literature.) (pb)
Powell, Nicolas, Fuseli: The Nightmare (NY, 1973). (Useful background material.)
Rawson, Philip, Erotic Art of the East (NY 1968).
Sontag, Susan, "The Pornographic Imagination," in Styles of Radical Will (NY 1969), pp. 35-73. (Intelligent critique of Marcus' views on pornography) (pb)

WOMAN'S SITUATION [Ed. note: This section omitted for reasons of space.]

GENERAL BACKGROUND: ART AND SOCIAL CONTEXT IN THE 19th CENTURY

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Altick, Richard D., The English Common Reader, A Social History of the Mass Reading Public, 1800-1900 (Chicago 1957).
Boime, Albert, The Academy and French Painting in the Nineteenth Century (NY 1971).
Clark, T. J., The Absolute Bourgeois, Artists and Politics in France, 1848-1851 (London 1973).
_____, Image of the People, Gustave Courbet and the 1848 Revolution (London 1973).
Hamilton, George H., Painting and Sculpture in Europe 1880-1940 (1967).
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Hobsbaum, E. J., The Age of Revolution 1789-1848 (1962). (Ch. 14 on the arts.) (pb)
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Nochlin, Linda, Realism (Penguin pb., 1971).
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Sloane, Joseph C., French Painting Between the Past and the Present: Artists, Critics and Traditions from 1848 to 1870 (1951).
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SOME WOMEN ARTISTS

(Note: This bibliography is general, with emphasis on books; articles can be tracked down through the bibliographies in the books, and by checking the Art Index.)

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Tufts, Eleanor M., "Sofanisba Anguissola, Renaissance Woman," Art News, LXXI, 6 (October 1972), 50-53 (with further bibliography).

BONHEUR, Rosa (1822-1899)

Klumpke, Anna, Rosa Bonheur, sa vie, son oeuvre (Paris 1909). Large format; illus.
Roger-Milbs, Leon, Rosa Bonheur, sa vie, son oeuvre (Paris 1900). Small.
Stanton, Theodore, Reminiscences of Rosa Bonheur (London 1910).
See also: Nochlin, "Why Are There No Great Women Artists" (cited p. 1 above).

CASSATT, Mary (1844-1926)

Breeskin, Adelyn D., Mary Cassatt: A Catalogue Raisonné of the Oils, Pastels, Watercolors, and Drawings (Washington, D.C. 1970). Catalog; illus.; bibl.
_____, The Graphic Work of Mary Cassatt: A Catalogue Raisonné (NY 1948). Ditto.
_____, The Graphic Art of Mary Cassatt (NY 1967). Really an exhibition catalog, with fine illustrations and introduction by Breeskin.
Bullard, E. John, Mary Cassatt. Oils and Pastels (Washington, D.C., 1972).
Carson, Julian H., Mary Cassatt (NY 1966). Biography.
Sweet, Frederick A., Miss Mary Cassatt, Impressionist from Pennsylvania (Norman, Oklahoma, 1966). Biography, possibly somewhat better than Carson.
Brauning, Margaret, Mary Cassatt (NY 1944). 46 illus., large format.
Segard, Achille, Un peintre des enfants et des mères—Mary Cassatt (Paris 1913).
Valerio, Edith, Mary Cassatt (Paris 1930). 32 mediocre illus.
Watson, Forbes, Mary Cassatt (American Artists Series; NY 1932). Introd., 20 illus.
Kysela, John D., "Mary Cassatt's Mystery Mural and the World's Fair of 1893," Art Quarterly 29 (1966), 129-145. On Cassatt's murals for the Chicago fair.
See also: Gabhart and Broun, "Old Mistresses: Women Artists of the Past" (cited above p. 1) for an interesting point of view on Cassatt. Also John Rewald's History of Impressionism (NY 1961) for illus., further bibl., and to situate Cassatt into the context of 19th century painting.

CAVÉ, Marie-Elizabeth (1809-after 1875)

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Trapp, Frank, "A Mistress and a Master: Madame Cavé and Delacroix," Art Journal (April 1967), 40-47, 59-60.

FRANKENTHALER, Helen (1928—)

Rose, Barbara, Frankenthaler (NY: Abrams, 1972). Essay, good selected bibliog., large fine plates.

Geesen, E. C., Helen Frankenthaler (NY 1969). Catalog of a Whitney show; bibl.

Rudikoff, Sonya, "Helen Frankenthaler's Painting," in B. H. Friedman, ed., School of New York: Some Younger Artists (NY 1959), pp. 11-17.

GENTILESCHI, Artemisia (1593-c. 1651)

Bissell, R. Ward, "Artemisia Gentileschi—A New Documented Chronology," Art Bulletin 50 (1968), 153-168. With further bibliography.

See also: Gabhart and Broun, "Old Mistresses: Women Artists of the Past" (cited p. 1 above) for an interesting discussion of Gentileschi's life and art.

HEPWORTH, Barbara (1903—)

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Hepworth, Barbara, A Pictorial Autobiography (NY 1970). Just what the title says.

Hammacher, A. M., Barbara Hepworth (London 1968). Illustrated biography; bibl.

Gibson, William, Barbara Hepworth (London 1946).

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KOLLWITZ, Kaethe (1867-1945)

Kollwitz, Hans, ed., Kaethe Kollwitz, Diary and Letters (Chicago 1955).

Klein, Mina C. and H. Arthur, Kaethe Kollwitz, Life in Art (1972). Biography.

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Fanning, Robert Joseph, Kaethe Kollwitz (1956; in English).

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Nagel, Otto, Kaethe Kollwitz (Dresden 1963; English translation, NY 1971).

Schmalenbach, F., Kaethe Kollwitz (Bern 1947).

Zigrosser, Carl, Prints and Drawings of Kaethe Kollwitz (NY 1946; rev.ed. 1968).

LABILLE-GUIARD, Adélaïde (1749-1803)

Portalis, Roger, "Adélaïde Labille-Guiard," Gazette des Beaux-arts, article in four parts: 1901, pp. 353ff, 477ff; 1902, pp. 100ff, 325ff.

Kagan, Andrew A., "A Fogg 'David' Reattributed to Madame Adélaïde Labille-Guiard," Acquisitions Report 1969-1970, Fogg Art Museum, Cambridge, 1971, pp. 31-40.

See also: Gabhart and Broun, "Old Mistresses: Women Artists of the Past" (cited above on p. 1) for a fascinating account of Labille-Guiard.

MODERSOHN-BECKER, Paula (1876-1907)

Busch, Günter, Paula Modersohn-Becker, Handzeichnungen (Bremen 1949). Drawings.

Busch, P. M. B., Aus dem Skizzenbuch (Munich 1960). Selection of sketches.

Pauli, Gustav, Paula Modersohn-Becker (Leipzig 1919).

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Stelzer, Otto, Paula Modersohn-Becker (Berlin 1958). Good illus.; German text.

Modersohn-Becker, Paula, Briefe und Tagebuchblätter (Munich 1957). Letters, nbs.

Werner, Alfred, "Paula Modersohn-Becker: A Short Creative Life," American Artist, vol. 37, issue 371 (June 1973), 16-23.

MORISOT, Berthe (1841-1895)

Bataille, M. L., and Wildenstein G., Berthe Morisot—Catalogue des peintures, pastels et aquarelles (Paris 1961). Basic catalog; 83 big ills., several hundred smaller ones, all in approximate chronological order.

Rouart, Denis, ed., The Correspondance of Berthe Morisot (NY 1957). A sort of running narrative; supposed to be the best biography, in effect.

Mongan, Elizabeth, Berthe Morisot—Drawings, Pastels, Watercolors (NY 1960).

Angoulvent, Monique, Berthe Morisot (Paris 1933). A few ills.; good bibliog.

Rouart, Louis, Berthe Morisot (Paris 1941).

See also: John Rewald, The History of Impressionism, rev. ed. (NY 1961) for ills., further bibliography, and to situate Morisot into context of 19th century painting.

NEVELSON, Louise (1900—)

Gordon, John, Louise Nevelson (NY 1967). Whitney exhibition catalog.

Johnson, Una E., Louise Nevelson, Prints and Drawings, 1953-1966 (NY 1967).

Roberts, Collette, Nevelson (Paris 1964).

Nevelson, Louise, "Do Your Work," in "Eight Artists Reply: Why Have There Been No Great Women Artists," Art News, LXIX, 9 (January 1971), 41-43.

Nemser, Cindy, "Interview: Louise Nevelson," Feminist Art Journal, I, 2 (Fall 1972), 1, 14-19.

O'KEEFE, Georgia (1887—)

Goodrich, Lloyd, and Bry, Doris, Georgia O'Keefe (NY 1970). Whitney exhib. catalog.

Rich, Daniel Catton, Georgia O'Keefe (Chicago 1943).

SPENCER, Lily Martin (1822-1902)

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See also: Gabhart and Broun, "Old Mistresses: Women Artists of the Past" (cited on p. 1 above) for a brief account of Spencer's life and art.

VALADON, Suzanne (1865-1938)

Pétrides, Paul. L'oeuvre complet de Suzanne Valadon (Paris 1971). Comprehensive catalog; fine illustrations; bibliography.

Storm, John. The Valadon Drama: The Life of Suzanne Valadon (NY 1958). Speculative biography.

Jacometti, Nesto, Suzanne Valadon (Geneva 1947). Fair ills.

Rey, Robert, Suzanne Valadon (Paris 1922). French text.

Yves-Bonnat, Valadon (Paris 1968). French text; ills., many in color.

VIGÉE-LEBRUN, Marie-Louise Elisabeth (1755-1842)

Memoirs of Madame Vigée Lebrun, tr. Lionel Strachey (NY 1903).

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Hautecoeur, Louis, Madame Vigée-Lebrun: étude critique (Paris 1917).

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Lucas, Edward Verral, Chardin and Vigée-Lebrun (London 1924). Ills.

Nolhac, Pierre, Madame Vigée-Le Brun, peintre de Marie Antoinette (Paris 1912).

Pillet, Charles, Madame Vigée-Le Brun (Paris 1890).

Cailleux, Jean, "Royal Portraits of Mme. Vigée-Lebrun and Mme. Labaille-Guiard," Burlington Magazine, CXI (March 1969), pp. i-vi.

WOMEN IN THE ART WORLD: CONTEMPORARY SITUATION

(Note: This is what is relatively accessible; use the Krasilovsky bibliography and the new magazines cited below for more.)

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Baker, Elizabeth C., "Sexual Art-Politics," Art News, LXIX, 9 (January 1971), 47-48, 60-62. On struggles of women artists today.

Braeutigam, Rosalie, and Fiske, Betty, Sex Differentials in Art Exhibition Reviews, A Statistical Study (Los Angeles: Tamarind Lithography Workshop, 1972).

Castanis, Muriel, "Behind Every Artist There's a Penis," Village Voice, March 19, 1970.

Chicago, Judy, and Schapiro, Miriam, "A Feminist Art Program," Art Journal XXXI, 1 (Fall 1971), 48-49.

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Everywoman, May 7, 1971. Special issue on feminist art, edited by Judy Chicago. (10458 West Washington Boulevard, Venice, California 90291.)

Feminist Art Journal, I, 1 (April 1972), 2 (Fall 1972); II, 1 (Winter 1973), 2 (Spring 1973). (41 Montgomery Place, Brooklyn, NY 11215.)

Harris, Ann Sutherland, "The Second Sex in Academe, Fine Arts Division," Art in America, LX, 3 (May-June 1972), 18-19.

_____, "Women in College Art Departments and Museums," Art Journal, XXXII, 4 (Summer 1973), 417-419.

Krasilovsky, Alexis Rafale, "Feminism in the Arts: An Interim Bibliography," Artforum X, 10 (June 1972), 72-75. Annotated bibliography; strongest on current situation of women artists; some inaccuracies.

Lippard, Lucy R., "Sexual Politics Art Style," Art in America, LIX, 5 (September-October 1971), 19-20. On struggles of women artists today.

Marmer, Nancy, "Womanspace, a Creative Battle for Equality in the Art World," Art News, LXXII, 6 (Summer 1973), 38-39. Summarizes developments in California.

Nemser, Cindy, "The Women's Conference at the Corcoran," Art in America, LXI, 1 (January-February 1973), 86-90. Covers conference held in April 1972.

_____, "An Interview with Members of A.I.R.," Arts Magazine XLVII, 3 (December-January 1973), 58-59. Interview with women participants in coop gallery.

Schapiro, Miriam, "The Education of Women as Artists: Project Womanhouse," Art Journal XXXI, 3 (Spring 1972), 268-270.

Sloane, Patricia, "Statement on the Status of Women in the Arts" [April 1972], Art Journal XXXI, 4 (Summer 1972), 425-427.

Women and Art. Predecessor to Feminist Art Journal; 2 issues came out in 1971-72.

Womanspace Journal, I, 1 (February-March 1973), 2 (April-May 1973), 3 (Summer 1973). (11007 Venice Boulevard, Los Angeles, California 90034.)

WOMEN ARTISTS: GENERAL AND MISCELLANEOUS

(Note: Most of these books and articles are not in most libraries, and anyway are out of date in various ways. They are listed here to give us a sense of what's been done so far, what kinds of questions have been asked at different times, and so on.)

Alesson, Jean, Les femme artistes au salon de 1878 et à l'expcsition universelle (Paris 1878). Detailed statistical study of women artists in 1878.

Bumoust, Madeleine, Quelques femmes peintres (Paris 1936).

Dye, Arthur E., "Women and the World of Art," Arts and Decoration X (1918), 86-87. Tries to answer why there are not more great women painters....
Clayton, Ellen C., English Female Artists, 2 vols. (London 1876).
Clement, Mrs. Clara Erskine, Women in the Fine Arts, from the seventh century B.C. to the twentieth century A.D. (Boston 1904). 1000 entries; no bibliography.
Edgerton, Giles, "Is There a Sex Distinction in Art? The Attitude of the Critic Towards Women's Exhibits," The Craftsman, XIV (1908), 238-251.
Ellet, Elizabeth Fries Lummis, Women Artists in All Ages and Countries (NY 1859).
Elliott, Maud Howe, ed., Art and Handicraft in the Women's Building of the World's Columbian Exposition, Chicago 1893 (Paris 1893). A whole building designed and decorated by women, including Mary Cassatt who did murals.
Focca, Francois, "Femmes-peintres," Formes et couleurs, 5 (Lausanne 1943).
Guhl, Ernst, Die Frauen in der Kunstgeschichte (Berlin 1858).
Hildebrandt, Hans, Die Frau als Künstlerin (Berlin 1928).
Holland, Clive, "Lady Art Students' Life in Paris," International Studio 21 (1904), 225-233. Daily life as a woman art student at the turn of the century.
Mathey, Francois, Six femmes peintres: Berthe Morisot, Eva Gonzalbe, Seraphine Louis, Suzanne Valadon, Maria Blanchard, Marie Laurencin (Paris 1961). 16 plates.
Miller, Fred, "A Note on Some Lady Photographers, with Selected Examples of their Art," Art Journal (London), 1902, pp. 367-370.
Neilsen, Winthrop and Frances, Seven Women: Great Painters (Philadelphia 1969). On Kauffman, Vigée-Lebrun, Morisot, Cassatt, Beaux, Laurencin, O'Keefe.
Parada y Santín, José, Las pinteras espanolas, boceto histórico-biográfico y artistico (Madrid 1902).
Smith, David Loeffler, "Observations on a Few Celebrated Women Artists," American Artist, XXVI, 1 (January 1962), 51-55, 78-81. Quick survey; no bibliography.
Sparrow, Walter Shaw, Women Painters of the World (London 1905). Ills.; no bibliog.
Vachon, Marius, La femme dans l'art, les protectrices des arts, les femmes artistes, 2 vols. (Paris 1893).

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1973-74

THE ROLE OF WOMEN IN ANCIENT GREECE

A colloquium for freshmen and sophomores. An examination of the role of women in literature of fifth century Athens and their status in Greek society. Selected reading from historical, philosophical, literary sources.

I. Introduction; framework of the course and fundamental aims; sources of our knowledge of women in antiquity; the woman as evil (Pandora/Eve/Lilith).

Reading: Hesiod (Loeb), Works and Days, pp. 7-9
Theogony, pp. 121-123
Old Testament: Genesis chs. 1 & 2

II. Prehistoric Greece - role and status of women: viewpoint of 19th century anthropologists and of historical materialism that prehistoric Greek society was often matriarchal, matrilineal, matrilocal: rebuttal by 20th century anthropologists. The Mother Goddess.

Reading: W. K. C. Guthrie, The Greeks and the Gods, chs. 2 & 10.6
Homeric Hymns (Loeb), nos. 30, 27, 28, 29

Optional: B. Malinowski, Sex and Repression in Savage Society
E. Neumann, The Great Mother, chs. 3, 9-11 (Passim) and 14
Also, plates in the back
M. Nilsson, Greek Popular Religion, chs. 1 & 3

Report topics: Lycia - Herodotus 1.173; Homer, Iliad 6.156-206
Women of Lemnos - Apollodorus, 1.917
Amazons - Iliad 6.186; Pindar, Olympian Odes 13.87ff
Apollodorus 2.3.2
Is America a matriarchy? - J. B. Priestley

III. The Bronze Age - Crete and Mycenae; mother goddesses, role of male consort; vestiges of matrilineal and matriarchal legends in epic; women in Minoan and Mycenaean art.

Reading: R. Willetts, Ancient Crete, ch. 10 etc.
or R. Willetts, Everyday Life in Ancient Crete, ch. 9 & pp. 140-143
E. Mireau, Daily Life in the Time of Homer, ch. 9

Report topics: Homer, Iliad I.1-32, VI.235-528; XIX.340-343
Odyssey, Bk.21, 350 ff., 7.67-68

IV. Dark Ages and Archaic Greece - historical and economic changes.

Reading: Aeschylus, Oresteia, esp. Eumenides
J. J. Bachofen, Myth, Religion and Mother Right, pp. 157-172

Report topics: female stereotypes in Greek mythology: marriage, motherhood and death; creative maidenhood

V. Women in fifth century Athens - differing opinions of modern scholars on the status of women in classical Greece (Kitto, Gomme, Slater); ancient evidence for private life of Athenian women - contraception, abortion, exposure of infants.

Reading: Xenophon, Oeconomicus
H. D. F. Kitto, The Greeks, pp. 219-236
P. Slater, The Glory of Hera, ch. I
A. W. Gomme, Essays on Greek History and Literature, ch. 5
E. Friedl, Vasilika: A Village in Modern Greece

Report topics: Xanthippe - Plato, Phaedo 60; Diogenes Laertius, Life of Socrates (Loeb vol. 1), p. 167
Attitudes to women expressed on sepulchral inscriptions (Lattimore, Themes in Greek and Latin Epitaphs)

VI. Political, legal and economic aspects of the life of the Athenian woman; Solon's reforms; marriage: adultery, divorce, widowhood; legal minority of women; guardianship, inheritance; the epikleros.

Reading: Thucydides, Funeral Oration of Pericles
W. K. Lacey, The Greek Family (selected chapters)
Richter, The Position of Women in Classical Athens, Classical Journal (Oct./Nov. 1971)

Report topics: Aristophanes, Lysistrata
Women who influenced Greek history?
Women as the cause of war in Greek history?

VII. Woman's place in Greek religion; participation in festivals; as priestesses; temple prostitution; magic. Religion as an outlet for the socially oppressed. Greek athletics and women.

Reading: T. B. L. Webster, Everyday Life in Classical Athens, pp. 74-96
F. J. Frost, Greek Society, pp. 80-86
H. A. Harris, Greek Athletes and Athletics, ch. 9

Optional: T. W. Parke, A History of the Delphic Oracle, vol.I. chs. 2 & 3

Report topics: Euripides, Bacchae
Aristophanes, Thesmorphorizusae

VIII. Euripides on the problem of being a woman - the wife.

Reading: Plutarch, Advice to Bride and Groom (Moralia vol. 2)

Report topics: Euripides, Andromache
Alcestis
Medea

IX. Alternate life styles I - Spartan women; hetairai (Aspasia, etc.).

Reading: Plutarch, Life of Lycurgus (Loeb)
" Sayings of Spartan Women (Moralia, vol. 3)

Optional: Lucian, Dialogues of Courtesans (Loeb vol. 7)
S. de Beauvoir, Second Sex, ch. 6
Lysias, "On the murder of Eratosthenes"

Report topics: Plutarch, Pericles: 24 (Loeb)
Plato, Menexenus (Loeb)

X. Alternate life styles II - Sappho; lesbianism and homosexuality.

Reading: Sappho, fragments 1, 31, 2, 16, 94, 96 (Page)
Plato, Symposium
Lyrica Graeca (Loeb) Vol. I, pp. 140-180

Optional: Catullus 51(F. Copley)
Virginia Woolf, A Room of One's Own

Report topics: other creative females?
Corinna, D. L. Page, Poetae Melici Graeci, 326 ff.

XI. Alternate life styles III - Plato and Aristophanes - the first ideas of emancipation of women? Aristotle on the same subject?

Reading: Plato, Republic, Bk. 5 (Penguin)

Report topics: Aristophanes, Ecclesiazusae
Aristotle, Politics I. 1-2; Generation of Animals, excerpts (I, 729b; II, 731b, 737a, 783b)

XII. Misogyny in Greek literature: literary forms and characteristics.

Reading: Semonides, Essay on Women (Lattimore, Greek Lyrics, p. 8)
Selected Greek epigrams (Hipponax, Palladas, etc.)

Recap: (Hesiod, Aristophanes, Euripides)

Optional: Juvenal, Satire 6
M. A. Ferguson, "The Sexist Image of Women in Literature," A Feminist Perspective - Conference, University of Pittsburgh, p. 41

XIII. Women in the visual arts, nudity (red and black figure vases, grave stele, Tanagra figures, sculpture).

Reading: S. de Beauvoir, Second Sex, ch. 9
S. K. Oberbeck, "Women in Art," Sexual Behavior, April 1972, p. 46
Time Magazine, March 20, 1972, Special Issue, The American Woman.

Barbara Dubins
History

San Jose State University
1972-73

WOMEN IN AFRICAN HISTORY

READINGS

Andreski, I., Old Wives Tales
Ekwensi, C., Jagua Nana
Oculi, O., Prostitute!
Nwapa, F., Idu
Ogot, G., Land Without Thunder
Davidson, B., The African Genius
Figes, E., Patriarchial Attitudes
Paulme, D., Women in Tropical Africa
Gleason, J., Agotime: Her Legend
Reyher, R., Zulu Woman

COURSE REQUIREMENTS

Examination: 20 points

Essays: 20 points or 40 points
There will be six bi-weekly essays on the reading. Each essay will be geared to answering a specific question about a book or books, and will be done on a sheet provided for you. You have the option of doing all six essays, or of taking the examination and doing the last three essays.

Term Paper: 60 points
Each student is required to do a term paper from 10-20 pages in length, typed in proper form with a bibliography and footnotes, on a topic chosen in consultation with the instructor. If the student wishes, the paper may be revised in accordance with the instructor's comments and resubmitted for re-grading, together with the original effort.

Suggested Paper Topics:
Market women in Nigeria
The role of women in French-speaking Africa
Women travellers in Africa
The 19th century Queens of Madagascar
The Girl Guides in African history
The historical role of the "Queen Mother" in _____ society
The role of women in Kenya
The role of women in Tanzania
The role of women in Ghana
The role of women in the Congo (Zaire)
The Amazons of Dahomey
Women and population control in African history
Women and liberation movements in Africa
Queen Nzinga of Ndongo
Prostitution and social change in Africa history
"The Barren Woman" as a theme in African fiction
_____ Queen of Ethiopia
Women in Swahili culture
Women in Masai culture
Women in Yoruba culture
Women in Ibo Culture
Emily Reuter and Women's Liberation in 19th century Zanzibar
The effect of polygyny on African history
Angie Brooks and the "Liberated Ladies" of Liberia
Witchcraft and women in _____ society

Ellen DuBois
History

State University of New York,
Buffalo
Fall, 1972

THE NINETEENTH CENTURY WOMAN MOVEMENT IN THE U.S.

1) Introduction: the course

2) Introduction: the issues
Aileen Kraditor, Up From the Pedestal, pp. 3-24
Susan Kleinberg, A Study of a Women's Organization, unpublished ms.
Gerda Lerner, "The Lady and the Mill Girl: Changes in the Status of Women in the Age of Jackson," Mid-continent American Studies Journal, v.10 (1969), pp. 5-15
Lucy Larcom, A New England Girlhood, pp. 17-57, 137-202, 226-247

3) The Sentimental Heresy: theory and practice
Barbara Welter, "Cult of True Womanhood," American Quarterly, v. 18 (Summer, 1966), pp. 151-174
Kraditor, Pedestal, pp. 31-50, 79-87
Andrew Sinclair, The Emancipation of the American Woman, pp. 92-101, 113-126
At least one of the following:
Hofstader, "Popular Culture and the Romantic Heroine," American Scholar, v. 30 (Winter, 1960-1961), 98+
Parker, "Mary Baker Eddy and Sentimental Womanhood," New England Quarterly, v. 43 (March, 1970), 3-18
Riley, "The Subtle Subversion: Changes in the Traditionalist Image of the American Woman," The Historian, v. 32 (Feb., 1970), pp. 210-227
Wood, "The 'Scribbling Women' and Fanny Fern: Why Women Wrote," American Quarterly, v. 23 (Spring, 1971), pp. 3-24
Melder, "Ladies Bountiful: Organized Women's Benevolence in Early 19th Century America," New York History, v. 48 (July, 1967), pp. 231-254
Smith-Rosenberg, "Beauty, the Beast and the Militant Woman? A Case Study in Sex Roles and Social Stress in Jacksonian America," American Quarterly, v. 23 (October, 1971), pp. 562-584

4) Women in the Anti-Slavery Movement: women step out of line
Kraditor, Pedestal, pp. 50-66
Sinclair, Emancipation, pp. 35-48
Catherine Beecher, Essay on Slavery and Abolitionism with Reference to the Duties of American Females, pp. 98-108
Angelina and Sarah Grimke, "A Defense," Weld-Grimke Letters, pp. 427-32
Elizabeth Cady Stanton, "Speech to the 1860 Anniversary of the American Anti-Slavery Society," Library of Congress, Stanton Papers

5) The Pre-Civil War Women's Rights Movement
Elizabeth Cady Stanton, Eighty Years and More, pp. 1-127
Emily Collins, "Women's Rights Activity," History of Woman Suffrage, v. 1, pp. 88-99
Sinclair, Emancipation, pp. 55-79

Stanton, Eighty Years, pp. 143-169, 186-200
Kraditor, Pedestal, pp. 183-90, 220-230
Elizabeth Cady Stanton and Gerrit Smith, "An Exchange," History of Woman Suffrage, v. 1, pp. 836-42
"The Seneca Falls and Rochester Conventions," History of Woman Suffrage, v. 1, pp. 67-81

6) Feminism at mid-century
Mill and Mill, Essays on Sex Equality (ed. Alice Rossi), pp. 125-242

7) The Woman Suffrage Movement
Stanton, Eighty Years, pp. 234-258
Sinclair, Emancipation, pp. 177-196
Kraditor, Pedestal, pp. 230-252, 204-211
History of Woman Suffrage, v. 1., pp. 13-24
Mary Putnam Jacobi, 'Common Sense' Applied to Woman Suffrage, pp. 92-124, 141-150
Elizabeth Cady Stanton, "Solitude of Self," from Feminism: The Essential Historical Writings, Miriam Schneir, editor
Susan B. Anthony, "Woman Wants Bread, Not the Ballot," from Feminism, Schneir, editor

8) The Women's Christian Temperance Union and the Woman's Club Movement
Anne Firor Scott, The Southern Woman: From Pedestal to Politics, pp. 142-163
Abigail Scott Duniway, Path-breaking, pp. 187-217
Sinclair, Emancipation, pp. 220-229
Mary Earhart, Frances Willard: From Prayers to Politics, pp. 128-173, 183-192
Joseph Gusfield, "Social Structure and Moral Reform: A Study of the WCTU," American Journal of Sociology, v. 61 (Nov., 1955), pp. 221-232
Frances Willard, Glimpses of Fifty Years, pp. 469-478
Frances Willard, "Temperance," a speech given to the International Council of Women, 1888
Mary Wood, History of the General Federation of Women's Clubs, pp. 18-30

9) Settlement Workers and College Women
Jane Addams, Twenty Years at Hull House
James Rousemaniere, "Cultural Hybrid in the Slums: The College Woman and the Settlement House, 1889-1894," American Quarterly, v. 22 (Spring, 1970), pp. 45-66

10) Themes: The Woman Movement and the Development of Class Society
Materials from the Working Women Associations, 1868-1869, from The Revolution
Earhart, Willard, pp. 242-259
Speeches given to the International Council of Women, 1888:
Mary Livermore, "Industrial Gains During the Last Half Century"
Huldah Loud, "Women and the Knights of Labor"
Helen Campbell, "The Working Women of Today"
Lita Sayles, "Cooperation: The Law of the New Civilization"
Leonora M. Barry, "What the Knights of Labor are Doing for Women"
Willard, Glimpses, pp. 413-415
Kraditor, Pedestal, pp. 273-277
Helen Winslow, "Strikes and Their Causes," a speech given to the Massachusetts Federation of Women's Clubs, 1895, from The Woman Movement, William O'Neill, editor

11) Themes: The White Woman's Burden, Racism and the Woman Movement
Kraditor, Pedestal, pp. 253-273
Aileen Kraditor, Ideas of the Woman Suffrage Movement, 1890-1920, chapters 6 and 7
Sinclair, Emancipation, pp. 241-253
Frances E. Harper, "The Neglected Rich," a speech given to the International Council of Women, 1888
Janet Parker, "The Duty of the American White Women to the American Black Woman," a speech given to the Association for the Advancement of Women, 1883
Gerda Lerner, Black Women in White America, pp. 435-467

12) Themes: The Woman Movement and the 'Social Question': Sex, Maternity and the Home
Kraditor, Pedestal, pp. 150-175
Sinclair, Emancipation, pp. 127-136, 233-240, 254-262
Stanton, Eighty Years, pp. 215-233
Speeches Given to the International Council of Women, 1888
Anna Rice Powell, "The International Federation for the Abolition of the State Regulation of Vice"
Laura Ormiston Chant, "Address on Social Purity"
Dr. Caroline B. Winslow, "The Starting Point"
Clara Cleghorne Hoffman, "Address"
Lucinda B. Chandler, "Marriage Reform"

13) Themes: Marriage and Sisterhood, Women and Men
Willard, Glimpses, pp. 603-614, 637-645
Alice Rossi, "Sentiment and Intellect," in Essays on Sex Equality
Stanton, Eighty Years, pp. 155-185
Kraditor, Pedestal, pp. 148-150
Harriette R. Shattuck, "Social Purity," a speech given to the International Council of Women, 1888
William Taylor and Christopher Lasch, "Two Kindred Spirits: Sorority and Family in New England, 1839-1846," New England Quarterly, v. 36
Susan B. Anthony, "Homes of Single Women," Library of Congress, Anthony Papers
Kathryn Anthony, Margaret Fuller: A Psychological Biography, pp. 52-88

14) A Republic within a Republic: The Woman Movement at the End of the Century
Stanton, Eighty Years, pp. 377-393, 458-468
Stanton, speech to the National American Woman Suffrage Association, Library of Congress, Stanton papers
Speeches given to the International Council of Women, 1888
Anna Howard Shaw, "The Heavenly Vision"
Elizabeth Cady Stanton, "Address of Welcome"
Willard, Glimpses, pp. 590-596

15) Feminism at the End of the Century
Charlotte Perkins Gilman, Woman and Economics

Research Project

Attached is a list of seventeen 19th Century women's organizations in Buffalo for which there is primary material, manuscript and printed, available in the area. When possible, I have included a quote from the organization's constitution, by-laws, or incorporation papers, which suggests its self-understood object. The societies are either all-women or nominally mixed-sex, but overwhelmingly women in membership.

We will, as a class, select six of these organizations to research and analyze; in our selection, we should try to arrive at a range of organizational goals and forms, and also try to select associations around which we can structure meaningful comparisons. Each association chosen will be investigated by a group of three students, and each group will report on its research collectively. Interim reports on the progress of the research will be due one week before the end of the term. We will discuss both the interim and final reports as a whole class, focusing on: what kinds of historical questions can be approached through the study of local women's organizations; what methods and resources are appropriate to such research; and what tentative conclusions can we make about the 19th Century Woman Movement in Buffalo.

Research groups should keep track of resources and research procedures that they develop in the course of their work, and include in their reports notes on the success of these various tools and methods.

Sally Kohlstedt
History

Simmons College
Spring, 1973

BOSTON WOMEN IN THE PROGRESSIVE ERA

The goal of this course is to provide advanced research opportunities for students interested in the history of women. This field is relatively unmined and some of the work completed is inadequate or piecemeal; we will build on the better studies that do exist. The so-called "Progressive Era" is a crucial period in the history of American women and in this seminar we will explore together four movements which gained impetus: secondary and higher education; political activism, especially suffrage; social welfare and the settlement house activities; and working women, professional and non-professional. By studying the several movements in the Boston setting and then doing individual research, the interrelationships between movements and people should become more clear. Required reading will be heaviest at the beginning of the semester but will taper as work begins on individual research projects. In addition to the final paper and presentation, students will present several oral reports. An (*) indicates required reading; all other books and articles are for additional information or oral reports.

I. Introduction

II. The Progressive Era
*Arthur Mann, Yankee Reformers in the Urban Age
*David Kennedy, Progressivism, pp. 65-108

III. Education
*Barbara Cross, The Educated Woman in America - M. Carey Thomas
*Mabel Newcomer, A Century of Higher Education for Women
*Notable American Women: Ellen Richards, Elizabeth Cary Agassiz, Vida Scudde
Kenneth Mark, Delayed by Fire
M. A. Robson, "The Development of Higher Education for Women in the Eastern U.S., 1860-1900" (unpublished thesis, Oxford, 1968)
*Mary Woomas, "Private Trade Schools for Girls" and other essays in Charities and the Commons, ed. Mary Morton Keheer
Lucy Woods, History of the Girls' High School of Boston (1904)
Histories of Wellesley, Radcliffe or other Boston-area colleges
Thomas Woody, A History of Women's Education in the United States (1929)

IV. Social Activists
*Allen Davies, Spearheads for Reform: The Social Settlements and the Progressive Movement
*Arthur Mann, Yankee Reformers in an Urban Age, esp. chapter 7
Robert Woods, City Wilderness

A History of the General Federation of Women's Clubs
Barbara Solomon, Ancestors and Immigrants
Progress and Achievement: A History of the Massachusetts State Federation of Women's Clubs, 1893-1963

V. Political Activism
*Aileen Kraditor, Ideas of the Woman Suffrage Movement
*E. C Stanton, et al., History of Woman Suffrage
Harriett Robinson, Massachusetts in the Woman Suffrage Movement (1881)
Lois Merk, "Massachusetts and Woman Suffrage" at Radcliffe, 1968
Massachusetts Association Opposed to Further Suffrage for Women
Florence H. Hall, Julia Ward Howe and the Woman Suffrage Movement
Alan Grime, The Puritan Ethic and Woman Suffrage
Janet Giele, "Social Change in the Feminine Role: A Comparison of Woman's Suffrage and Woman's Temperance, 1890-1920," 1961 Radcliffe Ph.D.

VI. Women in the Labor Force
*Carl Degler, "Charlotte Perkins Gilman on the Theory and Practice of Feminism," American Quarterly (Spring, 1956)
*Miriam Schneir, The Essential Writings of Feminism - especially Gilman, Veblen, Golman, Sanger and Zetkin
Robert Smuts, Women and Work in America
C. D. Wright, The Working Girls of Boston
Louise Banks, White Slaves; or the Oppression of the Working Poor
History of women of the period in medicine, law, or higher education

VII. Women in the Public Press
Boston Globe
Boston Evening Transcript
Atlantic Monthly
Arena

VIII. & IX. Discussion of topics and bibliographies; appointments--individual or topical subgroups

X. A Literary Point of View
*Henry James, The Bostonians

XI.-XIII. Presentations of Research

Ruth Meyerowitz
History

University of Hartford
1972-73

WOMEN IN AMERICA

Required Books
Kate Millett, Sexual Politics
John Demos, A Little Commonwealth
Nancy Cott, Root of Bitterness
Helen and Robert Lynd, Middletown
Robin Morgan, Sisterhood is Powerful

Required Pamphlets
Debby Woodroofe, "Sisters in Struggle"
Ilene Winkler, "Women Workers"
Margaret Benston, "The Political Economy of Women's Liberation"
Juliet Mitchell, "The Longest Revolution"
Linda Gordon, "Families"
Meredith Tax, "Woman and Her Mind"
Jack Belden, "The Gold Flower Story"
Felix Greene, "A Divorce Trial in China"
Boston Women's Health Collective, "Our Bodies, Our Selves"

Recommended Reading
Betty Friedan, The Feminine Mystique
Toni Cade, The Black Woman
Babcox and Belkin, Liberation Now
Eleanor Flexner, Century of Struggle
Wilhelm Reich, The Sexual Revolution
Caroline Bird, Born Female
Simone de Beauvoir, The Second Sex
Aileen Kraditer, Ideas of the Woman's Suffrage Movement
Shulamith Firestone, Dialectics of Sex
Andrew Sinclair, The Emancipation of the American Woman
William O'Neill, Everyone Was Brave

The course will be based on readings and class discussions. It will focus on changes in the economic, political, legal and cultural position of women in America as American society changed. The class will study changes in the economy and the family, the growth of women's movements, and the struggles for economic and political rights as well as the right to self-determination. Questions for discussion are included in the syllabus to help you organize your reading. These will form the basis for the class discussions.

1. Jan 18 Introduction

2. Jan 23 How Will We Study Women's History?

Readings: *Juliet Mitchell, "Women: The Longest Revolution"
*Kate Millett, Sexual Politics, pp. 23-58
Nancy Cott, Root of Bitterness, Introduction

1. Why have women been excluded from the history books?
2. What areas of women's lives have to be taken into account in studying women's history?
3. What is the theory of patriarchy? the theory of sexual politics? What do they tell us about the nature of American society and about problems involved in studying women's history?

3. Jan 25 The Colonial Family

Readings: John Demos, A Little Commonwealth, Chs. 5-7 and conclusions
Suggested: Intro. and Ch. 4

1. What role did the nuclear family in the colonial period play in the society?
2. What was the relationship between husbands and wives and parents and children? In theory? In practice?
3. What are the similarities and differences between the colonial period and today in regard to the nuclear family and the position of women in it?

4. Jan 30 Goodwives, Shrews, and Witches

Readings: Nancy Cott, Root of Bitterness, Chs. 1 & 2, esp. pp. 47-73; 77-90; 103-110

1. How did the women described in the readings step outside the limits of the acceptable? Why were they punished?
2. What do their "crimes" reveal about the expectations about the proper role and behavior of women in the colonial period?
3. What criticisms can you make of the Demos book based on these readings?
4. What was considered the proper sphere for middle-class women in the 18th century?
5. How did middle-class women perceive sexual inequalities?

5. Feb 1 The Nineteenth Century Background

Reading: Buhle, Gordon, and Schrom, "Women in American Society"

1. How did a class structure begin to develop in America?
2. How did the culture define the proper sphere for women?
3. How did reality conflict with the cultural definitions?

6. Feb 6 The Lady and the Mill Girl

Reading: Cott, Ch. 3, esp. pp. 113-116, 126-170

1. How was the "lady" in America supposed to behave? What was her proper sphere? What was the attitude toward marriage?
2. How did the mill girl and the development of work for women outside the home challenge the cultural definition and lifestyle of the lady?
3. What kinds of women worked in the mills and why?
4. What were working conditions like in the mills and other industries? What were living conditions like in the new industrial towns?
5. How did women workers organize to try to improve their lives?

7. Feb 8 The Plantation Mistress and the Slave

Readings: Genovese, "American Slaves and Their History"(xerox)
"The Jenny Proctor Story" (xerox)
Cott, Ch. 4, esp. pp. 181-5; 194-216

1. How was the fate of white and black women intertwined?
2. Why did many Southern women hate slavery?
3. In what ways was the plantation an example of a patriarchal society?
4. Why does Genovese argue most slaves lived in families?
5. In what ways was the slave family similar to and different from free-born white families? How did these differences make the lives of slave women different from the lives of white women?

8. Feb 13 Pioneers and Utopians: Some Alternatives to the Traditional Nuclear Family

Reading: Cott, Ch. 5, esp. pp. 219-238; 245-250; 256-260

1. How did the 19th century Utopians and radicals criticize traditional family relationships and roles? What alternatives did they propose?
2. What hardships and challenges did pioneer women meet? How did meeting these challenges change their lives and personalities? How did their lives depart from the cult of true womanhood?

9. Feb 15 Sexuality and Gynecology in the 19th Century

Reading: Cott, Ch. 6, esp. pp. 277-308

1. What attitudes toward sexuality are expressed in these 19th century writings?
2. What attitudes toward sex and sex in marriage are expressed? How do these compare to attitudes today?
3. Why did women in the 19th century have so much trouble being healthy? What remedies were prescribed for good health? How do they compare to recommendations for good health today?

10. Feb 20 Origins of the 19th Century Woman's Movement

Reading: Ellen DuBois, "The Feminism of Angelina and Sarah Grimke"
Kate Millett, Sexual Politics, pp. 61-92
Seneca Fall Declaration of Sentiments (xerox)
"On American Feminism," in Dialectic of Sex
"The Passionate Journey," in Feminine Mystique

1. Why would the experiences in women's daily lives lead many of them to feminism? How does this compare to why women today get interested in women's liberation?
2. Why did a woman's movement develop in the 1830's and 40s?
3. How and why did abolitionists become feminists? How did the analogy between the slave and women lead many to feminism?
4. What criticisms did the pre-Civil War feminists make about the nature of society and women's role in it? How did they plan to organize to achieve equality?

11. Feb 22 The Movement for the Vote, 1869-1890

Reading: Debby Woodroofe, "Sisters in Struggle"

1. How and why did the pre-Civil War Women's Movement become a suffrage movement?
2. What was the significance of the 14th and 15th Amendments for the suffrage movement?
3. Why did the suffrage movement become more conservative?

12. Feb 27 Midterm

13. Mar 1 The Lives of Immigrant and Working Women in the 20th Century

Reading: Middletown, pp. 3-90 esp. pp. 20-90
**Film: The Inheritance

1. How were the lives of the immigrant women portrayed in the film similar to and different from the lives of working class women in Middle America?
2. What is the class structure of Middletown? How does it compare to the class structure of the society portrayed in The Inheritance?
3. What kinds of people are in the middle class? in the working class?
4. How did the economy change between 1890 and 1920 and how did these changes affect women's lives?
5. What kinds of women worked? Why did they work? What kinds of jobs did they hold? What generational differences were there?

14 Mar 6 Middletown: Changes in Women's Lives in the 20th Century

Reading: Middletown, pp. 110-187

1. What were the attitudes toward marriage and childrearing and school in the business and working classes? How were they similar to and different from 19th century attitudes?
2. What kinds of expectations do working class and business class women have about their lives? How do they differ? How would their lives be different from the lives of women in the 19th century?

15. Mar 8 The Struggle to Win the Vote, 1890-1920

Reading: Gerda Lerner, "Women's Rights and American Feminism" (xerox)
Anne Scott, ed. "Hard Work in their own Behalf," etc. (xerox) possibly a speaker, Edna Purtell

1. Why did women want the vote?
2. What were some of the arguments for and against the vote for women?
3. What tactics did the suffrage movement use to win the vote? What were the main differences between the Woman's Party and NAWSA?
4. What were the limitations of the vote? of the suffrage movement?
5. What problems did working women face that could not be solved by the vote?

16. Mar 13 Victory of the Suffrage Movement: Lessons for Today

Reading: Wm. O'Neill, "Feminism as a Radical Ideology" (xerox)
Sisterhood is Powerful, pp. 3-28
Film: Women on the March

1. Why did women win the vote in 1920? What interests opposed the vote for women?
2. What lessons can the current women's movement learn from the strengths and weaknesses of the suffrage movement?

17. Mar 15 Women Workers in the Late 19th and Early 20th Centuries

Reading: Cott, Chs. 7 and 8

1. Why did middle-class and working class women work outside the home in the late 19th and early 20th centuries?
2. What were working conditions like for women around the turn of the century? How did they compare to those of the first industrial workers?
3. What standard of living did working women have?
4. How did they try to organize to improve their lives? What were the the strengths and weaknesses of their efforts?

18. Mar 27 Women Workers in the 20th Century

Speaker
Reading: *Ilene Winkler, "Women Workers"
*Sisterhood is Powerful, "Secretarial Proletariat," pp. 86-101; "Two Jobs," pp. 115-124; "Does the Law Oppress Women?" pp. 139-160
Suggested: Sisterhood is Powerful, pp. 66-70; 102-115

1. Why do women work outside the home today?
2. How has the position of women in the work force changed between 1850 and 1960? What major changes have occurred in the number and position of women in the work force in the 20th century?
3. What are the main characteristics of women's jobs?
4. What stereotypes are used to reinforce and justify discrimination against women at work? Is there any truth to these stereotypes?
5. What special problems do black women workers face?
6. How could women organize to make their jobs better?
7. How should the economy be changed to get rid of sex-segregation?

19. Mar 29 The Function of the Nuclear Family Today

Reading: Kate Millet, pp. 108-127
Linda Gordon, "Families" (pamphlet)

1. How did Engels think the nuclear family developed? What functions does it perform in the society?
2. How does the nuclear family promote stability? What is it a crucial institution in conservative societies?
3. How would the society and the family have to change to provide full equality for women?
4. Why is the nuclear family oppressive to women?

20. Apr 3 Critique of the Nuclear Family Today

Reading: xerox on the black family today
Sisterhood is Powerful, pp. 48-61; 353-359; 447-454; 536-538
Margaret Benston, "The Political Economy of Women's Liberation" (pamphlet)

1. What are the good and bad things about family life?
2. How is the nuclear family oppressive to both men and women?
3. What do you think of the alternatives to the nuclear family discussed in the readings?
4. How are black nuclear families similar to and different from white nuclear families?

21. Apr 5 Caste, Class, and Race Differences and What They Mean for Women's Lives

Reading: Sisterhood is Powerful, pp. 340-360; 376-385
"Growing Up Middle Class," "To My White Working Class Sisters" (xerox)

1. What are the special circumstances black women face? What would be needed to create equality for black women?
2. What were the characteristics of middle-class family life according to the article? How do these ideas and expectations compare to those you and/or your middle class friends were taught?
3. What were the characteristics of being a working class woman? How does the experience Debby D'Amico describes compare to yours or that of your working class friends?
4. What are the main differences in life style, attitudes, and expectations of working class and middle-class white women? What are the differences between white and black and chicana women?
5. Why is it important to take class as well as race into account when discussing women's lives?

22. Apr 10 Projects and Papers Due

Caste, Class and Race, Continued

Film: San Francisco Newsreel, Women's Film

23. Apr 12 Cultural and Media Portrayal of Women

slide show on sexism in advertising; tapes on sexism in rock music. Bring in ads, examples of songs, magazine stories, etc. which illustrate current assumptions about the proper behavior and role of women, especially those which put women down.

Reading: "Woman is a Sometime Thing," xerox
Sisterhood is Powerful, pp. 161-199

1. How do the media and the advertisers portray women? How does this portrayal reinforce the feminine mystique?
2. How have the images of women in the media changed over time?
3. What message do the media give women about how they should behave? How do the media help to define women's proper sphere?

24. Apr 17 The Social Sciences and the Definition of Women's Roles

Reading: Sexual Politics pp. 176-235

1. What cultural assumptions do the social sciences accept about women?
2. How can Freudian theories be disproved by scientific evidence? What cultural biases are apparent in Freud's theories about women?
3. How do the functionalists construct their social theories? What position do they assign to women? How can their theories be challenged?
4. What assumptions are built into the textbooks and readings you encounter in your courses? Bring in specific examples.

25. Apr 19 Training the Woman to Know Her Place

discussion of sexism in children's literature
Reading: Sisterhood is Powerful, pp. 205-220; 230-245

1. What evidence is there that most sex differences and sex roles are not biological but are taught?
2. How might children be raised to create true equality between the sexes?

26. Apr 24 Sexuality Today

Readings: Sisterhood is Powerful, pp. 220-230; 289-297; 197-205; 289-311
"Our Bodies, Our Selves," pp. 9-37

1. What are current notions of female sexuality?
2. How are male and female sexuality seen as different today? What do you think of these differences?
3. Does a double standard still exist? If so, how? Is it necessary?
4. In what ways is the current "sexual revolution" still oppressive to women?
5. What would sexual liberation for women mean?

27. Apr 26 Contraception and Abortion

Speakers
Readings: Sisterhood is Powerful, pp. 245-288
"Our Bodies, Our Selves," pp. 59-105, esp. 98-105

1. Why is the movement against restrictive abortion laws based on the notion of women's right to self-determination?
2. What assumptions lie behind restrictive abortion and contraception laws?
3. What have been the assumptions behind birth control?
4. Look over the sections on contraception and abortion. Decide which contraceptives are safest and why.
5. How do the arguments for and against abortion affect women's lives? What do you think would be the best legal position on abortion for women and why?

28. May 1 What and Why Women's Liberation? The Origins of the Current Movement

Readings: Marlene Dixon, "Why Women's Liberation" (xerox)
Meredith Tax, "Woman and Her Mind" (pamphlet)
Sisterhood is Powerful, Intro. and pp. 37-46; look over pp. 512-567

1. Why is there a women's liberation movement today? Why did it develop in the late 1960's?
2. What kinds of women get interested in women's liberation and why?
3. How are women still discriminated against? Why are they classified a minority group?
4. What do women in women's liberation want? How can they win their demands?
5. How is women's liberation threatening to men? Is it in their long-term interests?

29. May 3 Building a Woman's Movement: The Lessons of Other Societies

Readings: Sisterhood is Powerful, pp. 385-421
Jack Belden, "The Gold Flower Story"
Felix Greene, "A Divorce Trial in China"

1. What lessons can women learn from the experiences of women in China?
2. Remember Kate Millett's writings on Soviet Union and Nazi Germany?

30. May 8 The Future for American Women

Readings: Sisterhood is Powerful, pp. 455-469
Linda Gordon and Ann Popkin, "Let Us Emulate Each Other" (xerox)
Alice Rossi, "An Immodest Proposal" (xerox)

1. How can American women begin to build for a non-sexist society?
2. What would equality between men and women look like? How can we create it?

Jenett H. Pease
History

University of Maine, Orono
Spring, 1974

RACE, SEX, AND ETHNIC GROUPS IN AMERICA

The course will consider the experience of racial and ethnic groups and of women in the United States in three critical periods. Attention will be given to the special problems and situations they encountered, the places they occupied, the roles they played, and to their responses and protests.

The organization of the course is one which will combine, in the first 12 weeks, lectures, reading, and discussion. The last three weeks will be devoted to achieving a synthesis through discussion of over-all patterns from insights gained from students' papers and from approaching the minority and female experience through experiential, fictional presentations.

Required Writing

1. Two prelims.
2. A paper, which with rare exceptions, will be based on the student's family history. This will not be an essay on geneology but a social history focusing on sex roles, ethnic or racial identifications, family structure, and the like.
3. A take home final.

Sidney Feldstein, ed., The Poisoned Tongue, A Documentary History of American Racism and Prejudice
August Meier and Elliott Rudwick, From Plantation to Ghetto
Leonard Dinnerstein and Frederick Jaher, The Aliens, A History of Ethnic Minorities in America
Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the United States
Jessie Bernard, Women and the Public Interest: An Essay on Policy and Protest
Stuart Levine and Nancy Lurie, The American Indian Today

Other Reading Each student will be expected to read and report on one ethnic and one women's novel. These books are available in the library and are also generally available in paperback.

Lectures, Reading Assignments, etc.

I. 1830-1860

Jan. 14-18	Society's views of race and sex characteristics Reading: Feldstein 77-113, 122-133
Jan. 21-25	Slavery, antislavery, and civil rights activism Reading: Meier and Rudwick, 25-136
Jan. 28- Feb. 1	Emergence of a women's rights movement Reading: Flexner, 3-104
Feb. 4-8	Immigration and Nativism Reading: Dinnerstein and Jaher, 77-81, 108-172

Feb. 11-15 Indians and Indian Policy
Reading: Dinnerstein and Jaher 83-95, 181-196
Feldstein 187-269

Prelim: February 15

II. 1890-1920

Feb. 25- Changing concepts of race and sex
Mar. 1 Reading: Feldstein, 187-269
Dinnerstein and Jaher, 197-204
Mar. 4-8 Immigration, Inmigration and the Urban Experience
Reading: Dinnerstein and Jaher, 205-281
Meier and Rudwick, 213-324
Mar. 11-15 The New Feminism
Reading: Flexner, 203-324

Prelim: March 15

III. 1950-1970

Mar. 18-22 Legal Change through court and legislative action
Reading: Feldstein, 274-330
Mar. 25-29 The newly conspicuous minorities
Reading: Dinnerstein and Jaher, 291-298, 322-332
Levine & Lurie 49-81, 93-127 and case studies as you are interested
Apr. 8-12 Extra legal protest
Reading: Dinnerstein and Jaher, 299-321
Meier and Rudwick, 251-298
Apr. 15-19 The Feminine Mystique and the newest feminism
Reading: Bernard
Apr. 22-26 Discussion of Family Papers
Family papers due April 22
Apr. 29- Reports and discussion
May 3 of women's novels
May 6-10 Reports and discussion of ethnic novels

Charlotte Staelin
Women's Studies Program

University of Michigan
Fall, 1973

AMERICAN, INDIAN, AND AFRICAN WOMEN

Women's Studies 340 is an attempt to use the methods of comparative history to more fully understand the status of American, Indian, and African women Pedagogically it has a series of problems, and the sources are often disappointing. However, I think the attempt is valid, especially since the students show a real eagerness to understand and communicate with women of other cultures.

The class is aimed mainly at breaking down undergraduate "you-mean-they-really-do-that" kinds of attitudes toward women in other countries. The course is divided into roughly three parts, treating American women first, then Indian, then African.

At the end of the semester I have asked my students to pass in an annotated bibliography of all the books they have used, including all books investigated for their final papers, whether helpful or not.

Texts
Eleanor Flexner, Century of Struggle
Kamala Markandaya, Nectar in a Sieve

On Reserve
Adams, Elsie, ed. Up Against the Wall Mother
Boserup, Ester, Woman's Role in Economic Development
Bradford, Sarah, Harriet Tubman: the Moses of Her People
Catt, Carrie Chapman, Woman Sufferage and Politics
Cott, Nancy, Root of Bitterness
Kraditor, Aileen, Ideas of the Women's Suffrage Movement
O'Neill, William, Everyone Was Brave
deBeauvoir, Simone, Djamila Boupacha
Leith-Ross, Sylvia, African Women, A Study of the Ibo of Nigeria
Marris, Peter, Family and Social Change in an African City
Paulme, Denise, ed., Women in Tropical Africa
p'Bifele, Okot, Song of Lawino
" " Song of Okol
Ritzenthaler, Robert, Anlu: A Women's Uprising in British Cameroons
Berriman, Gerald, On the Role of Women
Cormack, Margaret, The Hindu Woman
Felton, Monica, A Child Widow's Story
Karve, D.D., ed., The New Brahmins
Karve, D. H., Looking Back, The Autobiography
Mehta, Rama, The Western Educated Hindu Woman
Ward, Barbara, Women in the New Asia

[Ed. note: Because the section on American women duplicates other material in this volume, it is omitted here.]

Indian Women

Oct. 16	Lecture:	Historical background
	Reading:	S. C. Dube, "Men's and Women's Roles in India: A Sociological Review," in Ward, Women in the New Asia, pp. 174-203
Oct. 18 & Oct. 23	Lecture:	19th and 20th Century changes in the status of women
	Reading:	article in D.D. Karve, The New Brahmins; pages to be announced
	Suggested:	D. H. Karve, Looking Back Monica Felton, A Child Widow's Story
Oct. 25	Lecture:	Traditional roles in modern times
	Reading:	Kamala Markandaya, Nectar in a Sieve
Oct. 30	Lecture:	Modern educated women in India
	Reading:	Sushilla Nayer, "Our Changing Life in India," in Ward, Women in the New Asia; and more suggested Rama Mehta, The Western Educated Hindu Woman, chapters 1, 2, 3, 4, 23, and any other miscellaneous chapters
Nov. 1	Hopefully, discussion with guest	

African Women

Nov. 6	Lecture:	Universals among Unknowables Women in Pre-colonial Africa
	Readings:	In Paulme: articles by LeBeuf and Laurentine
Nov. 8	Lecture:	Colonialism: The North African Experience
	Reading:	Djamila Boupacha by Simone de Beauvoir
Nov. 13	Lecture:	Colonialism: Revolutionary African Women
	Readings:	Leith-Ross, pp. 19-39, 174-180 Ritzenthaler article
Nov. 15 & Nov. 20	Lecture:	Personal Conflicts: The Role of Modern African Women as Seen through the Novel
	Readings:	Okot p'Bifele, Song of Lawino Song of Okot Nwapa, Efuru Acheke, Things Fall Apart

Frank Stricker
History

California State College,
Dominguez Hills
Fall, 1973

TOPICS IN THE HISTORY OF FAMILIES AND POPULATIONS

Required Readings:

David Hunt, Parents and Children in History: The Psychology of Family Life in Early Modern France.
John Demos, A Little Commonwealth: Family Life in Plymouth Colony.
Bracey, Meier, Rudwick, eds., Black Matriarchy: Myth or Reality?
Lee Rainwater, And The Poor Get Children.
Welter, "The Cult of True Womanhood: 1820-1860" (Reprint)
Bridges, "Family Patterns and Social Values in America, 1825-1875" (Reprint)

The Bookstore will also have copies of William Goode's The Family, a summary of the sociology of the family. Not required.

Course Outline

Week I.

1. Introduction: The course will study marriage, love, and sexuality; population growth and family size; childhood; motherhood and women's roles within the family. The examples will be drawn chiefly from U. S. History. The course proceeds in a chronological direction from the Sixteenth Century to the present, but do not expect a simple story of "The Family" from start to finish. Much of the history of the family is yet to be written. We will focus on topics for which there is a body of good reading.

   What do you know or what do you think you know about the history of families and populations?

2. Populations and Demography: Short lecture on population changes, various theories of population change, etc.

   Class discussion based on "Vital Statistics" (handout), covering sex ratios, marriage rates, birth-rates, youthful populations.

Week II.

1. Lecture-Discussion: Theories and generalizations about the family, family change and industrialization. No reading assignment. Read ahead for the next class meeting.

2. Marriage and Family in Pre-Industrial Society. Class discussion of Demos, Little Commonwealth (read entire book, though you can skim pp. 20-45 and leave pp. 100-117 and 128-144 for the next time). Also read pp. 55-88 in Hunt, Parents and Children in History.

Week III.

1. Lecture-Discussion. Read illustrated article on childhood in Horizon Magazine, Winter 1971.
2. Class Discussion on Childhood. Read the rest of Hunt, Parents and Children, and Demos, pp. 100-117 and 128-144.

Week IV.
1. Childhood and Motherhood, Victorian-Style. Read for discussion Bridges, "Family Patterns," (Bookstore), and Sunley, "Childhood," (handout).
2. Victorian Womanhood and the Price of the Pedestal. Read for discussion Welter, "Cult of True Womanhood," (Bookstore), and Gilman, "The Yellow Wallpaper," (handout).

Week V.
1. Victorian Sexual Mores. Read for class discussion Sinclair, "Unmentionable Fears," and Young, "Love's Loss Was Empire's Gain," (handouts).
2. Mid-term Exam.

Week VI.
1. Tape: Alex Haley tells of tracing his family's history back through slavery to Africa.
2. Lecture-Discussion. Read Bracey, Black Matriarchy, pp. 1-76.

Week VII.
1. Working-Class Families, 1900. Reading to be announced.
2. Twentieth Century Sexual Revolution. Reading to be announced. Optional, on Reserve. Krutch, "Love, the Life and Death of a Value." An interesting analysis of love in literature.

Week IX.
1. Baby Booms and Busts. Lecture
2. Thanksgiving.

Week X.
1. To be announced.
2. Class Discussion on Working-Class Families Today. Read Rainwater, And The Poor Get Children, and Bracey, Black Matriarchy, pp. 76-218, especially the Moynihan Report.

Week XI.
Alternatives and the Future of the Family.

Assignments

1. Keep up with the reading. We want to have as much class discussion as possible.
2. Two Exams. The first, covering the course material to that point; the second, on the last class day or the Exam Day, covering all the material since the Mid-Term.
3. A Paper, about ten pages long, on the history of your family, particularly from your grandparents to the present. This paper will be based on interviews with members of your family, research into available printed sources (diaries? neighborhood newspapers?), etc. You will be using this paper to test some of the things you have learned in the course. You will be writing a social history rather than a melodrama. You will be interested in the ways your family's history corresponds to or deviates from general patterns (size, ages of marriage, migrations, etc.). More about this later.

John Toews
History

Columbia University
Fall, 1973

WOMAN AS INTELLECTUAL IN MODERN EUROPEAN HISTORY

Reading List and Schedule of Meetings

Sept. 10 Women's History and Intellectual History: Orientation and Clarification

Sept. 17 The Eighteenth Century Background: Bluestocking and Salonière

Required Reading:

Emily James Putnam. The Lady, Studies in Certain Significant Phases in Her History. London, 1910. Phoenix PB 1969, pp. 211-281

Bluestocking Letters. sel. and ed. by R. Brimley Johnson, Dial Press, NY, 1926. pp. 27-107 (ms. Montague); pp. 183-202 (ms. Chapone)

EITHER

Madame D'Epinay, Memoirs and Correspondence. ed. E.G. Allingham, London, 1930, pp. 21-35; 74 (beginning with "Three Days Later") pp. 83; 131-155

OR

Letters of Mlle. De Lespinasse. trans. K. Wormeley. Boston, 1903, pp. 132-141; 178-191; 230-237; 299-309

Further Reading:

Kingsley Martin. French Liberal Thought in the Eighteenth Century. Harper Torchbook, 1962, Chapter IV, Sec. 3, pp. 103-116

Walter S. Scott. The Bluestocking Ladies. London, 1947, pp. 191-211

Josephine Kamm. Hope Deferred. Girls' Education in English History. London, 1965, pp. 103-135

Roger Picard. Les Salons Litteraires et la Societé Francaise, 1610-1789. NY, 1943

Chauncey B. Tinker. The Salon and English Letters. Chapters on the Interrelations of Literature and Society in the Age of Johnson. NY, 1915

Part II. 1790-1830: Pioneers

Sept. 24 Feminism and Revolution: Mary Wollstonecraft

Required Reading:

Mary Wollstonecraft. A Vindication of the Rights of Woman. Norton PB. Omit Ch. V

EITHER

Ralph M. Wardle. Mary Wollstonecraft. A Critical Biography. U. of Nebraska Press. Bison PB, Chs. I-V

OR

Margaret George. One Women's Situation: A Study of Mary Wollstonecraft. Urbana, Ill., 1970, Chs. 1-6

Further Reading:
Eleanor Flexner. Mary Wollstonecraft. A Biography. NY, 1972
Ferdinand Lundberg. Modern Woman: The Lost Sex. pp. 144-167
Winifred Stephens. Women of the French Revolution. London, 1922
Gita May. Madame Roland and the Age of the Revolution. NY, 1970
Eva Figes, Patriarchal Attitudes. pp. 90-108
Rousseau. Emile

Oct. 1 Woman and the Rise of the Modern Novel: Jane Austen

Required Reading:
Jane Austen. Emma
Ian Watt. The Rise of the Novel. U. of Cal. PB, Chs. 1, 2, 6, 7

Further Reading:
Robert P. Utter and G. Bridge. Needham. Pamela's Daughters, NY, 1936
Jane Aiken Hodge. Only a Novel: The Double Life of Jane Austen. Fawcett PB, 1972
Marvin Mudrick. Jane Austin. Irony as Defense and Discovery. U. of Cal. Press PB, 1968
Ian Watt, ed. Jane Austen. A Collection of Critical Essays. Spectrum PB

Oct. 8 The Saloniere of a New Era: Madame de Staël

Required Reading:
Madame de Staël on Politics, Literature and the National Character. trans. ed. Morroe Berger. pp. 91-107; 113-201; 217-268
For biographical information, browse through:
J. Christopher Herold. Mistress to an Age, The Life of Madame de Staël. Charter Bk. PB, 1962

Further Reading:
Hannah Arendt. Rahel Varnhagen. Munich, 1959
Herbert Scurla. Begegnungen mit Rahel, Der Salon der Rahel Levin. Berlin, 1962

PART III. 1830-1870: Tensions in the Struggle for Independence

Oct. 15 Charlotte Bronte

Required Reading:
Charlotte Bronte. Villette
Inga-Stina Ewbank. Their Proper Sphere: A Study of the Bronte Sisters as Early-Victorian Female Novelists. Cambridge, Mass., 1966, pp. 1-49

Further Reading:
Winifred Gerin. Charlotte Brontë, the Evolution of Genius. Oxford PB, 1969
R. B. Martin. The Accents of Persuasion. Charlotte Brontë's Novels. London, 1966. Norton PB
Lucille Dooley, "The Psychoanalysis of Charlotte Brontë as a type of a Woman of Genius," American Journal of Psychology XXXI (1920), 221-272
K. Tillotson. Novels of the Eighteen Forties. Oxford, 1954

Oct. 22 George Sand

Required Reading:
André Maurois. Lelia. The Life of George Sand. NY, 1953. Pyramid PB, 1968

Further Reading:
George Sand, The Intimate Journal; Indiana; The Companion of the Tour of France.
Eduard Dolleans. George Sand: Feminisme et mouvement ouvrier. Paris, 1951
Leon Abensour. Le feminisme sous la regne de Louis-Philippe et en 1848. Paris, 1913
Edith Thomas. The Woman Incendiaries. Ch. 1

Oct. 29 Harriet Martineau

Required Reading:
Harriet Martineau. Society in America. ed. Seymour Martin Lipset. Doubleday-Anchor, 1962, rpt. Peter Smith, 1968, pp. 213-357

Further Reading:
Harriet Martineau. Autobiography. ed. Maria Chapman. Boston, 1877 I, 7-21, 34-36, 55-58, 75-149
R. K. Webb. Harriet Martineau. A Radical Victorian. NY, 1960
John Killham. Tennyson and the Princess: Reflections of an Age. London, 1958
J. A. and Olive Banks. Feminism and Family Planning in Victorian England NY, 1964, Schocken PB

Part IV. Ambivalent Ideologies: Socialism and Psychoanalysis, 1870-1918

Nov. 5 Socialism and Feminism

Required Reading:
Sheila Rowbotham. Women, Resistance and Revolution. London & N.Y., 1972, Chs. 3-5
August Bebel. Woman under Socialism. New intro. Lewis Coser. Schocken PB, 1971
Clara Zetkin. "Lenin on the Woman Question," in V.I. Lenin, The Emancipation of Women. International Publ. PB, pp. 97-123

Further Reading:
Friedrich Engels. The Origins of the Family, Private Property and the State
Beatrice Webb. My Apprenticeship
Shulamith Firestone. The Dialectic of Sex
Werner Thonnessen. Frauenemanzipation. Frankfurt, 1969
Edith Thomas. Louise Michel. Paris, 1971

Nov. 12 Rosa Luxemburg

Required Reading:
Rosa Luxemburg Speaks. ed. Mary Alice Waters. Pathfinder PB
Peter Nettl. Rosa Lusemburg. Oxford U. Press PB, 1969

Further Reading:
Angelica Balabanoff. My Life as a Rebel
Carl E. Schorske. German Social Democracy 1905-1917: The Development of the Great Schism. Cambridge, Mass., 1955
George Lichtheim. Marxism: An Historical and Critical Study 2nd ed. Praeger PB, 1965, part 5

Nov. 19 Anatomy and Destiny

Required Reading:
Sigmund Freud. Sexuality and the Psychology of Love. ed. Philip Rieff. Collier PB, Chs. XII and XIII
Karen Horney. Feminine Psychology. ed. H. Kelman. Norton PB

Further Reading:
Viola Klein. The Feminine Character. U. of Illinois Press PB
Jean B. Miller. ed., The Psychoanalysis of Women. Pelican PB
Betty Roszak and Theodor Roszak. Masculine/Feminine: Readings in Sexual Mythology and the Liberation of Women. Harper Colophon PB

Part V. Three 20th Century Woman Intellectuals.

Nov. 26 Virginia Woolf and the Androgynous Vision

Required Reading:
Virginia Woolf. A Room of One's Own
_____. Orlando

Further Reading:
Quentin Bell: Virginia Woolf: A Biography. Harcourt Brace, NY, 1972.
Herber Marder. Feminism and Art: A Study of Virginia Woolf. U. of Chicago. Phoenix PB, 1968

Dec. 3 Simone Weil: Affliction and Self-Transcendence

Required Reading:
Simone Weil. Waiting for God. Harper Col. PB
_____. The Need for Roots. Harper Col. PB

Further Reading:
Richard Rees. Simone Weil: A Sketch for a Portrait. Carbondale, Ill., 1966
Jacques Cabaud. Simone Weil: A Fellowship in Love. NY, 1964

Dec. 10 Simone de Beauvoir: Overcoming Otherness

Required Reading:
Simone de Beauvoir. The Second Sex. Intro., parts of Bk. II
_____. The Ethics of Ambiguity. Citadel Press PB

Students in Biography Collective

California State University, Sonoma
Spring, 1974

WOMEN'S BIOGRAPHY

[Ed. note: This course outline was developed by students at Sonoma as an outgrowth of previous classes in women's biography. Faculty contact: J. J. Wilson, English.]

Besides being a class for which we have a lot of energy, Women's Biography is the final realization for us of the work and time we've spent in the past year on a new work. Through the Looking Glass Finally is an account of a class in Women's Biography. It is designed to help others to teach this class. We will refer to it during the semester: it includes a composite biography of a woman, an extensive bibliography of novels, short stories, and poetry, a resource section on film and music, and a collection of writing exercises which we plan to incorporate into our class plan once a week.

I. Getting in touch with yourself and us

We will read some of our own journal material and discuss reactions. This will prepare the class for the writing exercise, "I was born . . . I am here," which we'll do in class and share. We'll use the remainder of the class time to gather ideas of what is expected from the class, of what Women's Biography means. We'll read aloud and discuss "Letter to the Bureau of the Census," a poem by Louetta White.

The second meeting we'll hand out a reading list, read a short story by Susan Griffin, The Sink, and discuss it and some dittoed autobiographical poems, and talk about projects for the class. Each student will be required to write either an autobiography or a biography of a woman whose life would otherwise go unwritten. We'll discuss various means of getting in touch with our pasts and ourselves now, such as journals, dreams, and fantasy work. We'll talk about forms the projects will take: written, taped, film collective biography.
Assignment: Woolf, A Room of One's Own.

II. Childhood Recollections

We'll bring in a collection of postcard reprints by which the class will write imaginary portraits, due mid-semester, which can't help being autobiographical. We'll ask the students to bring in a picture of themselves as children for a later writing exercise. We'll do the writing exercise "Find the child in me," and share it.

The second meeting we'll bring in several recordings of women vocalists whose songs deal with childhood experiences: Joni Mitchell, Judy Collins, Carli Simon, and Kate Taylor. We'll also read in class excerpts from Pippi Longstockings and Harriet the Spy and perhaps others and then discuss the meanings they gave to our lives as children.

III. Myths and Fairytales

We'll show a collection of reprints of Susan Boulee's paintings and discuss particular myths propagated through fairytales: The Prince Charming myth, the TWA sister myth. (Possibly a film and definitely a recording will supplement the latter myth.)

The second meeting we'll do the writing exercise on the students' pictures, "What was I thinking, feeling then?" We'll share what we've written and, depending on time, we'll begin discussing A Room of One's Own.
Assignment: Something written on Mothers to be shared at the next meeting.

IV. Mothers and Fathers

We'll finish discussing A Room of One's Own. We'll share what we've written on our mothers and read portions from Through the Looking Glass Finally, a book we've worked on for a year concerning Women's Biography, on mothers; and we'll read Linda Koolish's Mother poem.
Assignment: Something written on Fathers to be shared. Start reading Sister of the Road or Calamity Jane.

The second meeting we'll share what we've written on our fathers and read and discuss other Father poems: Sylvia Plath's Daddy and Wakoski's George Washington, Father of my Country.

V. Growing Up Female in America

Liz Avakian will come and read from her thesis. Afterward we'll break into small groups and discuss our reactions.
Assignment: One of the following: I Know Why the Caged Bird Sings, Child of the Dark, or Lady Sings the Blues.

The second meeting will focus on the traditional Pioneer Woman of the American frontier. We'll discuss Sister of the Road and Calamity Jane. We also have access to biographies written in Fall '72 on a Mormon wife and an early century Christian Scientist practitioner. Clarice Stoll's work on Charmian London is another possibility. We'll discuss some problems we had in writing other women's biographies, such as interviewing techniques and information sources.

VI. Third World Women

Renee Jones will do a presentation on Nikki Giovanni. We'll then discuss works by Mari Evans, Diane di Prima and Zake Shange.

The second meeting we'll discuss, in small groups, whichever book we've read of the three assigned in Week V.
Assignment: Memoirs of an Ex-Prom Queen.

VII.

Zake Shange will lead the class in some dance movement designed to further enable us to get into our lives as women. Depending on the time, we'll share the portrait writing assigned during Week II.

The second meeting we'll see and discuss the film, The Black Woman.

VIII. Adolescence

We'll show the film High School, followed by a discussion on such topics as cheerleaders, queen nominations, cut-throat female competition, the whole socialization process involved in getting through high school "successfully."
Assignment: Our Bodies, Ourselves.

The second meeting we'll discuss Memoirs of an Ex-Prom Queen.

IX. Adolescence, cont.

We'll show short films we all saw in high school produced by Disney, dealing with feminine hygiene and becoming a woman. Our discussion will include relationships we had with both sexes during this time; also menstruation with the possibility in mind of writing our own menstruation ritual. (Other countries have female puberty rites, formalizing a facet of life which is all but ignored in the U.S.)
Assignment: One of the following: Two Accounts of a Journey Through Madness, Faces in the Water, or These Are My Sisters, Lara Jefferson.

The second meeting we'll see Charlotte, a presentation by Karen Peterson about a woman's life during World War II.

X. Adolescence, cont.

We'll show the film Phoebe, a high school film which deals with unwanted pregnancy, and discuss our feelings about it. We'll also discuss Our Bodies, Ourselves.

The second meeting we'll read aloud various poems, leading into a discussion on abortion and rape: White Dove From a Black Night, Lyn Schultz (Anon.), Poem for My Unborn Child, Lisa Wilson (Looking Glass), and many others. Hand out Big Blonde, a short story by Dorothy Parker.

XI. Madness

We'll excerpt from Sanity, Madness, and the Family, Laing, and read Agnes, a poem by K. Frazer. We'll discuss various elements of frustration encountered through housewifery, marriage, and motherhood: basically, fragmentation in the feminine personality. We'll discuss Big Blonde.

The second meeting we'll show and discuss film Meshes of the Afternoon. Begin discussing the books that the students have read, chosen from the list given during the Week IX.
Assignment: The Yellow Wallpaper, Gilman.

XII. Madness, con't.

We'll finish discussing the madness books and Yellow Wallpaper.
Assignment: Ella Price's Journal.

The second meeting we'll view and discuss a video tape belonging to the school entitled Take Her, She's Mad (KQED).

XIII. Madness, con't.

We hope to have Salty Allen come and present her slide show on several pieces of sculpture that portray her own inner journey.

The second meeting we'll do a writing exercise based on some goal-oriented questions. It could take the entire period. Depending on the time we'll begin discussing Ella Price.
Assignment: Ravages, Violette Leduc.

XIV. Madness, con't.

Another writing exercise, which we found to be more meaningful: this one focuses on relationships. We'll talk afterward of the differences between the two exercises.

The second meeting Leslie Marks will talk with us about her own experience with "madness"; Return is her personal account of this experience and includes poetry and artwork.

XV. Looking Out Again

We'll read aloud Anais Nin's Birth Story, leading into a discussion of re-birth and then to Ravages.
Assignment: one volume of either Emma Goldman, Living My Life or Anais Nin, Diaries.

The second meeting we'll finish discussing Ravages and include other writing by lesbian poets. We'll discuss alternatives to the male-female relationship: lesbianism, androgyny, celibacy. On one of these days, J. J. Wilson will talk on La Batarde, by Leduc, a more "realistic" version of Ravages.

XVI. Return to Self and inner stability

We wish to deal with women's jobs, travel and other outreaching and self-fulfilling elements of women's lives. A possibility is to have Margo, an ex-prostitute who is involved in the legal end of women's rights. We'll discuss the selections by Goldman and Nin.

The second meeting we'll deal with women in old age. We'll do a writing exercise derived from Sheryl Jaffe's Scars Make Your Body More Interesting. We'll read Tillie Olsen's Tell Me A Riddle. There are also two great films which would enhance this last section: The Shameless Old Lady and Woo Who?, May Wilson.

Karen Baldwin, Rayna Green
English
University of Massachusetts, Amherst
Fall, 1973

FOLKLORE AND/OF WOMEN

Schedule of Topics and Readings

Because we wish the course to be loosely structured, the syllabus below only outlines general areas of study with no specific time we will spend on each topic. Thus the list below should be understood as "open," with emendations to be made throughout the semester. Moreover, all the topics and materials we examine are interrelated. Thus, we will look at the same readings several times, and will refer backwards and forward to topics under discussion. Each of you should feel free to suggest areas for discussion as well as materials to facilitate class discussion and projects undertaken by other class members. You will all be primary contributors to the course, both as informants and as researchers. We will try to issue, every other week, if possible, an updated list of primary and secondary references for the course.

Texts

H. R. Hays. The Dangerous Sex: The Myth of Feminine Evil (New York: Pocket Books, 1972).
Elizabeth Gould Davis. The First Sex (Baltimore: Penquin Books, 1972).
Iris Andreski. Old Wive's Tales: Life Stories of African Women (New York: Schocken, 1971).
Jean Ritchie. Singing Family of the Cumberlands.
Ruth Landes. The Ojibwa Woman (New York: W. W. Norton and Co., 1971).

In addition to the texts, we will xerox some materials (marked with an X) and vend them to you at cost. In effect, at the end of the semester you will have a book of selected readings on the folklore and/or women. These materials are otherwise unavailable, and represent new attempts in the area of study.

I. Folklore and Women: Women in the Discipline

Female folklorists and anthropologists; their topics of research; women writing about women; men writing about women; the body of knowledge.

II. Women in Ancient Cultures: Goddesses, Matriarchies, Myth, and Symbolism

Readings:
H. R. Hays. The Dangerous Sex: The Myth of Feminine Evil (read Hays first).
Elizabeth Gould Davis. The First Sex.
Kay Cothran, review of Davis, The First Sex (to appear in the Journal of American Folklore, Fall, 1973), ms. (X)

Related Readings:
Philip Slater. The Glory of Hera (Boston: Beacon Press, 1968).
Erich Neumann. The Great Mother: An Analysis of the Archetype [It would be especially useful to look at the illustrations in this volume] (Princeton Univ. Press. Bollingen Series, 1972).

III. The Persistence and Development of the Types and Archtypes: Folklore About Women--Virgins, Whores, Witches, the Weaker Sex

Readings:
Carol Mitchell (X)
Rayna Green. "The Pocahontas Perplex: The Image of the Indian Woman in American Vernacular Culture," ms. 1973. (X)
Mary Ellen B. Lewis, "Sugar and Spice and Everything Nice?" ms, 1972. (X)

IV. Women's Traditional Work: Handicraft, Education, Midwifery, Witchcraft

Readings:
Refer back to all pertinent autobiographical, biographical and ethnographic materials.

Related Readings:
look through Allan Eaton. Handicraft in New England (NY: Bonanza Books, 1969).
Allan Eaton. Handicrafts in the Southern Highlands (New York: Dover Press, 1972).
Ruth Bunzel. The Pueblo Potter (New York: Dover Press, 1971).
Julia Cherry Spruill. Women's Life and Work in the Southern Colonies (New York: W. W. Norton and Co., 1972).

V. Women's Belief and Custom

Readings:
Rosan Jordan de Caro, "Vaginal Serpent Beliefs Among Mexican-American Women," ms. 1972. (X)
Ellen Stekert, "Focus for Conflict: Southern Mt. Medical Beliefs in Detroit," in The Journal of Amer. Folklore, 83 (April-June, 1970), 115-156.

Related Readings:
Marie Campbell, People Do Get Born.

VI. Women's Speech

Readings:
Beverley Stoltje, "Black Women's Speech," ms. 1972. (X)
Claudia Kernan-Mitchell, "Signifying," in Dundes, Mother Wit, 310-28.

Related Readings:
Selections from articles by Roger Abrahams (to be announced).

VII. Special Topic: Women as Performers
Women's Repertoires: Song

Readings:
refer to Ritchie. Singing Family of the Cumberlands.
Roger Abrahams and Alameda Riddle. Alameda Riddle's Ballad Book.
selections (to be announced) from Paul Oliver. The Meaning of the Blues. (New York: Collier Books, 1963).

Related Readings:
to be announced

Special Topic: The Country and Western Music of Tammy Wynette and Loretta Lynn

VIII. Women's Repertoires: Tales and Other Genres

Readings:
Peig Sayers: An Old Woman's Reflections (Oxford: Oxford U. Press, 1961).

IX. Women's Lives: Women's Traditional Culture in Autobiography and Biography

Readings:
Iris Andreski. Old Wives' Tales: Life Stories of African Women.
Jean Ritchie. Singing Family of the Cumberlands.
Kathryn Morgan, "Caddy-Buffers: Legends of a Middle-Class Negro Family in Philadelphia," in Alan Dundes, Mother Wit From the Laughing Barrel (Englewood: Prentice-Hall, 1973).

Related Readings:
Nancy Lurie, ed. The Autobiography of Mountain Wolf Woman: Sister of Crashing Thunder (Ann Arbor: Ann Arbor Paperbacks, 1971).
Peig Sayers. An Old Woman's Reflections.
Kathy Kahn. Hillbilly Women (Garden City: Doubleday and Co., 1973).
Maya Angelou. I Know Why the Caged Bird Sings (New York: Bantam, 1968).
Zora Neale Hurston. Dust Tracks on the Road (Boston: Lippincott, 1972).

Special Topic: Folklore and the Family

X. The Life Cycles of Women: From Cradle to Grave

Readings:
Ruth Landes. The Ojibwa Woman.
Claire Farra. "The Mescalero Apache Maiden's Dance: A Puberty Rite," ms., 1972. (X)

XI. Women and Their Bodies: Motherhood, Menstruation, Health, Sex, Dress and Ornamentation

Readings:
selections from Herman Ploss, and Max and Paul Bartels, Femina Libido Sexualis (N. Y. Medical Assoc., 1965).
selections from Nancy Friday, My Secret Garden: Women's Sexual Fantasies (N. Y.: Trident, 1973).

Vance Randolph. Ozark Magic and Superstition (New York: Dover Press, 1964).
Deirdre English and Barbara Ehrenreich. Witches, Midwives and Nurses (Old Westbury, N.Y.: Feminist Press, 1973).
Refer back to pertinent sections in The Ojibwa Woman, Farrar's "Mescalero Apache Maiden's Dance," and Old Wives' Tales.

XII. Special Topic: Women and Obscenity, Women's Obscenity

Readings:
Robbie Johnson. Folklore of a Texas Madam: A Social Interactional Analysis," ms. 1972, to appear in the Journal of American Folklore, Fall, 1973. (X)
Selections from Gershon Legman. Rationale of the Dirty Joke (N.Y.: Grove Press, 1969).
Christian and Richard Milher. Black Players (N.Y.: Dell Publ. Co., 1973).
Roger Abrahams. Deep Down in the Jungle, rev. ed. (Detroit: Aldine Press, 1969).
_____. "The Training of the Man of Words in Talking Broad."

The Journal

The Journal will be a personal diary of sorts which includes recollections of and comments on women's lore and lore about women in your own "repertoire," and a record log which notes and comments on the traditional expressive behavior pertaining to women you encounter every day. In addition, the journal will be a bibliographic, research notebook in which you will keep log on materials (primary and secondary) you think useful to our course of study. The idea of the journal is to force you to get in touch with your own traditional expressive behavior as it relates to the topic of study as well as to force you to encounter this behavior as it lives and functions in the world around you. For this reason, you have to be as accurate as possible, in your recording procedures. Be "impressionistic" only when all other methods of recording and comment have been exhausted. You need to use this journal as a way to "think" about the issues we study, and as a way to understand yourself and your environment as primary informants about women's folklore and folklore about women.

Major Project

Either alone or with several other members of the class, each person will undertake a major project. Generally, we urge you to do a field rather than library project--that is, to work with informants in addition to the research necessary to the completion of any work. A field project would involve interview, observation, and analysis of the data you collect and encounter, and it may involve analysis within some specific analytic framework. You may know of, or we may discover, a singer, tale-teller, or craftswoman. You may find someone who has a large repertoire of jokes about women (and their sexual relationship with men, for example), or a woman who has a substantial joking repertoire. If so, you should center your project around such a person. You may want to undertake a "life history" of someone you feel would be a viable informant--your grandmother, a neighbor, someone

with whom you work, for instance. In this case, you would then direct your analysis to their traditional behavior as it surfaces and functions in the story of their life. You may want to interview a number of people about a topic--menstrual beliefs, men's traditional ideas and beliefs about women, or women's traditional speech forms. You could, if it were possible, undertake a comparative project and compare the repertoires (song, joke, tale, etc.) of a husband and wife, a father and daughter, a mother and daughter.

Of course, you may do a library project, and there are many topics which could use intensive research. An analysis of the works of a particular folklorist or collection or an analytic question put to a body of material would be a good contribution to the classwork.

Part of the work of this class will be to compile and circulate to all the members comprehensive annotated bibliographies of folkloristic and anthropological literature either done by women (regardless of the subject) or done from and about women by both men and women. The object is to cover all the material listed on the accompanying bibliography. There are two types of surveys to be done. First, the journals and indexes and standard collections will be used to compile the annotated bibliographies mentioned above. The questions to be answered here are: How many women with what bibliographies have and are published? What are their areas of interest? Are there traditional areas of interest for women scholars in the field or do they publish on a wide range of subjects with no discernible pattern? What kinds of subjects related to women are dealt with by all scholars, regardless of sex? In addition, the bibliographies of some specific women scholars will be investigated for content and possible areas of focus. These women include Martha Warren Beckwith, Edith Fowke, Helen Creighton, Louise Pound, Katharine M. Briggs, Lady Alice Bertha Gomme, Ruth Tongue, Margaret Mead, Ruth Benedict, Elsee Clews Parsons, Zora Neale Hurston, Maud Karpeles, Marie Campbell, Emelyn Gardner, Ellen J. Stekert, Bess Lomax Hawes, Linda Degh, Thelma James, Ruth Landes, Elli Kongas-Maranda, Ruth Underhill, Nancy Lurie and Barbara Kirschenblatt-Gimblett. A second type of survey project will involve the thorough examination of collections of folklore materials for the purpose of tabulating and abstracting information about specific subjects (women's activities, images of women, etc.).

[Ed. note: The original syllabus included a bibliography, omitted here for reasons of space.]

Kathy Chamberlain, Nan Maglin
Naomi Woronov
English

CUNY, Manhattan Community College
Fall, 1973

IMAGES OF WOMEN IN LITERATURE

During the first weeks, we shall get to know each other and determine together what we want to read and discuss and how we want to organize the class. It is our class and we can make of it what we want. Attendance is required and all written assignments must be handed in. You might want to keep a diary/journal about the class and your own feelings regarding yourself and the changes you are going through. I plan to keep a journal for myself.

Course requirements:

2 short papers (an interview with an older woman and one other paper)
a midterm and a final on the readings, the films and the class discussions.
a term project

Book and Topic List:

I Introduction
Who are we?
What do we want to happen here?
Stereotypes of Women - "The Objective Woman" Jong (mimeo)
Are women oppressed? Are all women alike?
Women's magazines - what they tell us about women

II Middle Class Women
The Awakening, Kate Chopin
"To Room 19," Doris Lessing (mimeo)
"Here Comes," Jong (mimeo)
"Aurora Leigh," Elizabeth B. Browning (Ditto) - upperclasswomen

III Black Women of America
Ernest Gaines, The Autobiography of Miss Jane Pittman
Ann Petry, "In Darkness and Confusion" (mimeo)
"Who I Am," Helen Mendes (mimeo)
"The Black Woman and Women's Liberation," Helen King (mimeo)
"Double Jeopardy: To be Black and Female," in The Black Woman,

Poems by Nikki Giovenni, Sonia Sanchez, Mari Evans, etc.
Records

IV Puerto Rican Women
"Revolution within the Revolution" (mimeo)
"Women: The Double Oppression," Silen (mimeo)
poetry

V Women's Work/ Working Woman
Women at Work, O'Neill
The Autobiography of Mother Jones
"A Straight Job," secretary (mimeo)
"The Housewife" (mimeo)
"The Magic Mama," Lucille Clifton (mimeo)
"The Myth of Women's Inferiority: Women's Role in Prehistoric Societal Development," Reed
Tapes of the Lawrence Strike, telephone workers, household workers
Labor Department documents

VI Women of Other Countries
"Goldflower's Story," Belden
"A Divorce Trial in China," Greene
"A Young Bride Leads the Way" (mimeo)
from Fanshen (mimeo)

VII Some Issues for Women
essays, poems, stories in mimeo
Appearance, Aging, Abortion, Childbirth, Love, Marriage, Love Affairs, Sex, Prostitution, Children, Lesbianism, Identity, Suffering . . .

VIII Will You Write? Will You Speak Out?
"Shakespeare's Sister," Woolf (mimeo)
"Silences - Why Writers Don't Write," Olsen (mimeo)
"Lines from Lady Winchilsea"
"Bitter Pills for the Dark Ladies" & "Ten Commandments," Erica Jong

IX Women Getting Together and Making Changes
"The Independent Woman," play (mimeo)
"A Chant for my Sister," Fletcher (mimeo)
"The Women's Movement," Russell (mimeo)

Film Schedule

Oct. 1-3: Windy Day and Anything You Want To Be - two films about growing up female.
Oct. 15-17: The Women's Film - women speaking about their feelings of social, economic and psychological oppression and about some of the changes women are making.
Oct. 29-31: I Am Somebody - 113-day strike of Hospital employees in Charleston, South Carolina. Day Care - Children's Liberation
Nov. 12-14: Women on the March - History of the Women's Movement
Dec. 3-5: Women of Russia
Dec. 17-19: Angela Davis

Other films I hope we can get: Lucia - about Cuban women; Salt of the Earth - about Chicana women; The Inheritance - about working women.

After each film we will discuss our reactions.

Martha Everett
English

Yale University
Spring, Fall 1973

FEMININE NARCISSISM: STUDIES IN LITERARY SELF-CONSCIOUSNESS

This course will respond to the ways in which literature traditionally perceives the feminine self merely as an echo (see Ovid, Metamorphoses, Book III) of male narcissism. It will focus on analyses of autobiographies and autobiographical novels by female writers with a view to determining the effect of distinctively female psychology on the self-consciousness associated with the autobiographical genre. We will consider the ways in which traditional psychological and critical concepts must be expanded or modified in order to adequately describe the products of female creativity. Because such works cannot be discussed without a consideration of the cultural context in which the authors wrote, the seminar will concentrate on literature produced in Paris in the first half of the twentieth century. Although lectures will provide the students with information about the writers' cultural and family background and other biographical data, the emphasis will be on analysis of the texts. Supplementary readings and brief topics for investigation will include consideration of sexuality and the problems of autobiography in the works of Proust, Sartre, and Genet, and analyses of the rhetoric of some texts of the women's liberation movement.

Because of the length of some of the autobiographies and memoirs, we will read selected passages from the autobiographical writings of Colette, Simone de Beauvoir and Anais Nin. Reading assignments average about 300 pages per week. Some of the novels listed are quite short.

Studerts are asked to write one long critical essay and to keep a weekly personal journal.

Course Outline

I. Introduction
  (1) Introductory lecture: problems of narcissism and autobiography--traditional views.
  (2) The Journal of Marie Bashkirtseff (Dutton, 1932): an introduction to the problems of female narcissism.
  (3) Lecture on theories of feminine psychology.

II. Colette: Between Mother and Child
  (1) General introduction: biographical facts, cultural milieu, summary of her work.
  (2) Analyses of selected passages from the autobiographical writings (Robert Phelps, Colette's Autobiography. . ., Farrar, Strauss & Giroux, 1966) together with autobiographical projections in Claudine at School (Boni, 1930), The Vagabonde (Farrar, Strauss and Young, 1955), and Cheri, in Short Novels of Colette (Dial, 1951).
  (3) The search for personal and literary purity: The Pure and the Impure (Farrar, Strauss & Giroux, 1967), discussed in terms of the works listed above.
  (4) Colette and Proust: temporal problems in autobiography.

III. Gertrude Stein: Objective Autobiography
(1) General introduction: biographical facts, cultural milieu, discussion of her theories of writing.
(2) The Autobiography of Alice B. Toklas (Random House) and Everybody's Autobiography (Random House, 1957), third-person autobiography related to theories of feminine psychology.
(3) Two: the Story of Gertrude Stein and Her Brother (Yale Univ. Press, 1951): repetition and transformation.

IV. Simone de Beauvoir: Existentialism and Women
(1) General introduction: biographical facts, cultural milieu, summary of her work, presentation of the feminine existential dilemma in The Second Sex (Bantam, 1961).
(2) Triangular structure in Simone de Beauvoir's works: analyses of passages from Memoirs of a Dutiful Daughter (World, 1959), in conjunction with She Came to Stay (World, 1954) and The Woman Destroyed (Putnam, 1966).
(3) Discussion of the works listed above in comparison with Sartre's The Words (Putnam, 1966).

V. Violette LeDuc: Prisons and Homosexuality
(1) General introduction: biographical facts, cultural milieu, summary of her other novels.
(2) Psychological prisons in La Bâtarde (Farrar, Strauss & Giroux, 1965) and In the Prison of Her Skin (Hart-Davis, 1970).
(3) Comparison with selected passages from the writings of Jean Genet.

VI. Anais Nin: Autobiography and Illusions of Freedom
(1) General introduction: biographical facts, cultural milieu, summary of her work.
(2) Labyrinths and the search for personal and literary freedom: analyses of selected passages from the Diaries together with The Four-Chambered Heart (Swallow PB) and Seduction of the Minotaur (Swallow PB).

VII. Conclusion: Women's Liberation and Literature
(1) Discussion of the literary criticism in The Second Sex and Sexual Politics; the rhetoric of the women's liberation movement.

Supplementary Readings

Chasseguet-Smirgel et. al., Female Sexuality (Translation of Recherches psychoanalytiques nouvelles sur la sexualité féminine, Payot, Paris, 1964).
Jean Genet, Our Lady of the Flowers.
Kate Millett, Sexual Politics.
Anaïs Nin, "Notes on Feminism," Massachusetts Review XIII, 1/2, pp. 25-29.
Marcel Proust, Remembrance of Things Past (selected passages).
J.-P. Sartre, The Words.
Wolff, Cynthia, "A Mirror for Men: Stereotypes of Women in Literature," Massachusetts Review XIII, 1/2, pp. 205-219.

Cheri Register
English, Women's Studies

University of Idaho, Moscow
Spring, 1974

WOMEN AND LITERATURE

This is the first three-credit women's studies course with departmental status at the University of Idaho. It will begin with an attempt to define a standard of criticism applicable to women's writings, which we can then test on the works we read together.

Jan. 18
Introductory session

Jan. 21
Images of Women in Literature. Read one of the following:
Carolyn Heilbrun, "The Masculine Wilderness of the American Novel," Saturday Review, Jan. 29, 1972, pp. 41-44.
Kimberly Snow, "Images of Woman in the American Novel," Aphra, Winter, 1970, pp. 56-68.
Wendy Martin, "Seduced and Abandoned in the New World," in Gornick and Moran, Woman in Sexist Society, pp. 329-346.
Joanna Russ, "The Image of Women in Science Fiction," in Koppelman Cornillon, Images of Women in Fiction, pp. 79-94.
Dolores Barracano Schmidt, "The Great American Bitch," College English, May 1971.

Jan. 23
Read one of the following:
Kate Millett, Sexual Politics, pp. 127-156.
Mary Ellmann, Thinking About Women, chap. 3.
Katharine Rogers, The Troublesome Helpmate, pref. and chap. 6 or 7.
Leslie Fiedler, Love and Death in the American Novel, chap. 9.

Jan. 25
Rethink or reread one of your favorite novels. Bring to class for your own use a one-page summary or outline of the image of women in that novel.

Jan. 28, 30
Virginia Woolf, A Room of One's Own.

Feb. 1
Ellmann, Thinking About Women, chap. 2

Feb. 4
The Female Writer. Read one of the following:
Cynthia Ozick, "Women and Creativity: The Demise of the Dancing Dog," in Woman in Sexist Society, pp. 431-51.
Elaine Showalter, "Women Writers and the Double Standard," in Woman in Sexist Society, pp. 452-79.
Carol Ohmann, "Emily Bronte in the Hands of Male Critics," College English, May 1971.
Elaine Reuben, "Can a Young Girl from a Small Mining Town Find Happiness Writing Criticism for the New York Review of Books? " College English, October 1972.

Elsa Greene, "Emily Dickinson Was a Poetess," College English, October 1972.
Jean Mullen, "Women Writers in Freshman Textbooks," College English, October 1972.

Feb. 6
Make a list of what you look for in a novel. What are the major characteristics of novels you like? How do you decide whether you like what you read?

Feb. 8
Feminist Literary Criticism. Read one of the following:
Images of Women in Fiction, articles by Russ, Cornillon, Morgan, Howe, Evans, Katz-Stoker.
College English, May 1971, articles by Showalter, Pratt, Robinson.
Cheri Register, "American Feminist Literary Criticism" in "Feminist Ideology and Literary Criticism in the United States and Sweden."

Feb. 11-15
Sylvia Plath, The Bell Jar. Discussion will be augmented by reading some of her poems.

Feb. 18 - Holiday for Susan B. Anthony's Birthday.

Feb. 20, 22
Tillie Olsen, "I Stand Here Ironing" and "Tell Me a Riddle."

Feb. 25-Mar. 1
Kate Chopin, The Awakening.

Mar. 4-11
Short stories and poems dealing with men, marriage and motherhood. Possibilities: Mary Rouse, "Pigeon Pie," Susan Griffin, "The Sink," and Sylvia Berkman, "The Saffron Boat," all in Women by Eakins Press; Joyce Carol Oates, "I Was in Love" in The Wheel of Love; Grace Paley, "An Interest in Life" in The Little Disturbances of Man.

Mar. 13 Midterm exam (50 min.)

Mar. 15 Show and tell session: suggested readings, discoveries, poems, etc.

Mar. 25 Film: "Anne Sexton."

Mar. 27
Joyce Carol Oates, "Where Are you Going Where Have You Been?" in Wheel of Love, pp. 34-54

Mar. 29
May Swenson, "The Power and the Danger" in Women, pp. 81-92.
OUTLINE OF TERM PAPER TOPIC DUE.

Apr. 1-5 Isabel Miller, Patience and Sarah.

Apr. 8-12 Short stories and poems not yet selected.

Apr. 15-19 Paule Marshall, Brown Girl, Brownstones.

Apr. 22 Margaret Lamb, "Management" and "Possession" in Women, pp. 1-35.

Apr. 24 Film: "The Black Woman" (NET).

Apr. 26 Mildred Barker, "Payday" in Women, pp. 132-141.

Apr. 29, May 1, 3 Alix Kates Shulman, Memoirs of an Ex-Prom Queen.

Apr. 6, 8 Recent feminist poetry and short prose, including Robin Morgan, Marge Piercy, selections from feminist periodical publications.

Apr. 10 Show and tell session: Reports on term paper research.
TERM PAPERS DUE

Apr. 13 Final discussion

Apr. 15 Final exam (50 min.)

Ann Snitow
English (Livingston College, Rutgers)

New School for Social Research
Fall, 1973

WOMEN WITHOUT MEN

Rousseau wrote, "The education of women should always be relative to men. To please, to be useful to us, to make us love and esteem them, to educate us when young, and take care of us when grown up, to advise us, to console us, to render our lives easy and agreeable--these are the duties of women at all times and what they should be taught in their infancy."

This 18th Century prescription for woman's education and role in life is no historical relic. It is still a part of our culture. But isn't it something of a fantasy, too? Men may wish that our every thought has been for them, but how is this possible? Haven't women always lived, by necessity, a part of life not "relative to men" and haven't they sometimes found a means to express these experiences, however trivial or shocking they may have seemed to male readers?

Our culture sees male experience as the universal subject for art, while the experience of women often appears to the world at large to be trivial or peripheral. In this course we experiment. What do we find if we reject the prevailing view that women's experience is and should be entirely relative to men's? Not only are all the readings in the course by women, but most of them are about women, for women, and unselfconsciously more interested in women than in men. It may surprise students to find how much of this kind of writing there is and how much of it expresses things they have never heard discussed in literature before. All along there has been more and better female writing than we have been educated to expect.

Week I
Mimeographed--poems and letters by women
Discussion of what the stereotypes are about feminine literature, etc.
(Includes Emily Dickinson, reading aloud stories by Edith Wharton or Tillie Olsen, etc.)

Week II
A Room of One's Own, Virginia Woolf
Adam's Rib, Ruth Herschberger
These two books raise the basic philosophical and historical questions about women's role in culture that we'll be addressing throughout the course.

Week III
Mill on the Floss, George Eliot
Maggie Tulliver, Eliot's heroine, is seen from the inside, but the outside world destroys her. Why did George Eliot use a pseudonym? etc.

Week IV
19th Century letters and diaries
Mimeographed materials by such women as: Jane Austen, the Brontes, George Eliot, Jane Carlyle, Dorothy Wordsworth, Alice James. The importance of looking at private forms of writing to discover the subjective experience of women, e.g. the contrast between Eliot's letters and her novels.

Week V
The Diary of Anais Nin, Vol I.
Cf. passages in her novels.

Week VI
Mrs. Monck, Ella Leffland
This is a novel that undermines our society's stock responses to women. It has a happy ending which no novel with a similar subject could have had in the 19th Century.

Week VII
Film: Nellie Kaplan's A Very Curious Girl (or, failing that, several of the biographical shorts on women shown at the Women's Film Festival).

Week VIII
Thinking about Women, Mary Ellmann
To provide a contrast to what Ellmann says about how a male-dominated culture has judged women writers, we will look at feminist publications in which another set of criteria and interests prevail. Aphra, Ms., and others.

Week IX
Stories and poems from Aphra, Ms., and other current feminist publications.

Week X
Novel or story by Violette Leduc, Isabel Miller or Radclyffe Hall. Also stories or poems from current gay publications. Sympathetic images of the Lesbian experience.

Week XI
Good Morning, Midnight, Jean Rhys

Week XII
The Bluest Eye, Toni Morrison

Week XIII
The Man Who Loved Children, Christina Stead

Week XIV
More Women than Men, Ivy Compton Burnett

Week XV
Conclusions.
Possibly a few poems and journal entries by women writing now.

Eleanor B. Wymard, Coordinator
English

Carlow College
Pittsburgh, Pa.
Fall, 1973

WOMEN OF THE WESTERN WORLD: A LITERARY VIEW

This lecture series is designed so that women characters in World Literature will be met in the perspective of various cultures at various times. The portrayal of woman will be considered within the context of national boundary in order to reveal not only conceptual differences in the interpretation of woman but also similarities that contribute to universal dimensions regarding the experiences of woman. By giving the student the opportunity to examine how the literary expression of different countries of the Western World values woman, this course hopes to help women to understand themselves by better understanding a literary heritage which seeks to define them. The purpose of this course, then, is to reveal what it has meant and what it means to be a woman.

Calendar:

9/11 Introduction to the course and explanation of syllabus

9/18 Women in Classical Greece As Seen in Greek Drama, Especially Euripides

Euripides, Ten Plays, ed. Moses Hadas and John McLean. Bantam.
Complete Plays of Aristophanes, ed. Hadas. Bantam.
Ten Greek Plays, ed. L. R. Lind. Houghton Mifflin.

9/25 Dante's Beatrice

Students are asked to read the Paradiso section of the Divine Comedy and urged to read the entire work. The best prose translation is by J. D. Sinclair, 3 vols., London, 1939; rev. ed., London, 1948; paperback ed. (Oxford Galaxy), 3 vols., New York, 1961.

10/2 Shakespeare's Measure for Measure

10/9 Jane Austen: A Nineteenth Century Feminist

Students are asked to read Pride and Prejudice and Sense and Sensibility.

10/16 Gertrude von Le Fort: A Philosophy of Life

A presentation of von Le Fort's philosophy of life as expressed in some of her works, particularly her concept of womanhood. Students are asked to sample from the following works:

The Eternal Woman
The Judgment of the Sea: Four Novellas. Isabel and Florence McHugh, trans. H. Regnery Co., Chicago, 1962.
The Song at the Scaffold. Olga Marx, trans. H. Holt & Co.

The Pope from the Ghetto. C.M.R. Bonacina, trans. Sheed & Ward.
Hymns to the Church. Margaret Chanler, trans. Sheed & Ward.
The Veil of Veronica. C.M.R. Bonacina, trans. Sheed & Ward.
Also recommended: Ita O'Boyle, Gertrude von Le Fort: An Introduction to the Prose Work. Fordham University Press, 1964.

10/23 Seventeenth Century French Theatre Presents Woman: An Expose of Sorts — Stereotype? Put-on? or What? Students are asked to sample from the following plays:

Corneille: The Cid, Horace
Racine: Andromaque, Phedre
Moliere: School for Wives

To understand the questions to be raised by such seemingly contradictory women it would be well to consider thoughtfully how these women appear against the backdrop of seventeenth century culture and thought as well as in the light of the contemporary world.

10/30 The Women of Federico Garcia Lorca

Students are asked to read Yerma, Blood Wedding, The House of Bernarda Alba, and The Shoemaker's Wife.

11/13 The Latin-American Heroine: The Emergence of an Identity

The evolution of literature in Latin America reveals an initial dependence upon European, especially Spanish, models. This gives way to what might be called 'super regionalism,' corresponding to the early period of independence from the mother country. Only when these nations assume their unique identities does the Latin-American heroine emerge as a person in her own right. Four novels will be stressed.

Campobello, Nellie, Las manos de mama (available in Spanish only in La Novela de la revolucion mexicano, ed. Antonio Castro Leal, Aguilar, 1963).
Gallegos, Romulo, Dona Barbara
Garcia Marquez, Gabriel, One Hundred Years of Solitude, Avon, 1971.
Yanez, Agustin, At the Edge of the Storm, University of Texas Press.

For any student who wants to pursue the subject more deeply, the selected bibliography which follows can be of help?

Alexander, Robert, J., Today's Latin America. Doubleday.
Arciniegas, German, The Green Continent. Alfred Knopf, 1944.
Blum, Olive, H. Exploring the New Latin America, 1960.
Franco, Jean, The Modern Culture of Latin America, rev. ed. Penguin, 1970.
Fuentes, Carlos, The Death of Artemio Cruz. Farrar, Strauss and Giroux, 1964.
Jones, Willis Knapp, "Women of the Americas I-IV," Pan American Magazine (Nov. 1947), pp. 51-55; (Dec. 1947), pp. 50-54; (Jan. 1946), pp. 42-47; (March 1948), pp. 24-28; (April 1948), pp. 52-56.

Lee, Frances M. "The Progress of Women in the American Republics." Department of State Bulletin, 37 (Sept. 23, 1957), pp. 506-508.
Patai, Raphael, ed. Women in the Modern World. Fine Press, 1967. (See chapter on "Spanish America" by Rosa Signorelli de Marti.)
Pescatello, Ann, ed. Female and Male in Latin America. University of Pittsburgh Press, 1973.
Picon Salas, Mariano, A Cultural History of Spanish America. University of California Press, 1965.
Rincon de Gautier, "Role of Women in Latin America," Journal of Home Economics, no. 53, p. 523.
Steinmann, Anne and Fox, David J. "Specific Areas of Agreement and Conflict in Women's Self-perception and Their Perception of Men's Ideal Women in South American Urban Communities and Urban Communities in the United States," Journal of Marriage and the Family (May 1969), pp. 281-289.

11/27 Anna Karenina: Woman in Nineteenth Century Russia

An analysis of Tolstoy's portrayal of the tragic psychological and moral breakdown of a nineteenth century upper-class woman. The implication of the particular cultural milieu will be considered against the more universal background of Tolstoy's theme.

12/4 A Quartet of Women from Twentieth Century French Literature

Students are asked to read Anouilh's Antigone, Bernanos' Dialogue of the Carmelites, Claudel's Tidings Brought to Mary and Mauriac's Therese Desqueyroux.

12/11 Some Neglected Heroines in American Fiction

It is only recently that academic criticism has noted the little attention given to understanding the problematics of the existence of women characters, particularly those conceived by women writers. To make some effort to right that wrong this lecture will deal with Kate Chopin's The Awakening and Ellen Glasgow's Barren Ground. Other works will also be cited.

Grading procedure:

1. Each student taking the course for credit is asked to write a paper under the direction of a professor of her choice in the series. The paper also will be graded by a second reader from the series, chosen by the student and cited on the cover page of the paper.

2. A final take-home examination will raise questions which will call upon the student to synthesize the lecture material of the course. The examination will be distributed on December 4 and submitted on December 11.

Jacqueline Zeff
English

University of Pittsburgh
Fall, 1973

SHAKESPEARE'S WOMEN

One of the most durable--and unacknowledged--traditions in Shakespearian criticism is embodied in attitudes toward the female characters in Shakespeare's major plays, as expressed by William Hazlitt more than 150 years ago:

> It is the peculiar excellence of Shakespeare's heroines that they seem to exist only in their attachment to others. They are pure abstractions of the affections . . . No one ever hit the true perfection of the female character, in the sense of weakness leaning on the strength of its affections for support, so well as Shakespeare . . . for the romance of his heroines (in which they abound) is only an excess of the habitual prejudices of their sex . . .

Modern spokesmen for this "tradition" tend to speak or write about Shakespeare's women as a group characterized mainly by the "male" virtues they lack and the "female" or "child" qualities they portray. Thus Granville-Barker describes Cleopatra as a "passionate woman" with "a child's ardours and a child's obliterating fears." W. H. Auden sees Desdemona's affection for Othello as "the romantic crush of a silly schoolgirl" while "what really matters to Othello is that Desdemona should love him as the person he really is." Granville-Barker argues that, unlike Romeo who has grown into a man in the course of the play, Juliet has not grown older because "Shakespeare's women do not, for obvious reasons, so develop." Instead, "her tragedy is a child's tragedy." Tillyard sees Perdita as Shakespeare's embodiment of "original virtue" and Harbage compares Shakespeare's "ideal woman" to his "ideal man" as follows:

> Shakespeare's ideal woman had also three indispensible qualities. To correspond to his soldierly, scholarly, honest man, his ideal woman had to be gentle, chaste, and fair. These requirements are not such low ones after all.

Shakespeare's Women is designed to illumine aesthetic and social dimensions in drama by exploring in breadth and depth the variety of female characters in Shakespeare's major plays. Careful reading of textual evidence as it relates to issues of characterization, role, and social identity will, hopefully, suggest new insights and fortify or challenge traditional attitudes toward Shakespeare's women.

Course Requirements:

Midterm Examination

Individual Class Presentation - Early in the session, students will select/design a topic of interest and importance to the study of Shakespeare's female characters which they will discuss with the class during the post-midterm period. The presentation should be informative and informal, i.e., the reading of a long paper is discouraged. It should combine personal insight and relevant scholarship so as to illumine individual plays, passages, or techniques as well as to enrich class sensitivity to Shakespearean drama as a whole. These presentations will, hopefully, be rewarding in form as well as in content.

Group Projects - The provision for group projects is founded at least in part on the belief, expressed by W. H. Auden, that "a critic shows superior insight if the questions he raises are fresh and important, however much one may disagree with his answers to them." In the pursuit of such "questions" class members will meet in small groups regularly during the second portion of class time to explore the varieties of female characters, attitudes, relationships, or whatever, in a single play other than the four primary selections. Group members should discuss their own responses to the one or two major female characters in this play as well as examine her composite portrait as it emerges through an historical study of critical responses. Such questions as the following are offered as examples of the kinds of questions one might fruitfully pose; it is the process of question-making which is most important to the group effort and members need not try to combat traditional dogmas with new ones.

- Has the attitude of critics toward Lady Macbeth changed over the centuries? In what ways? What does this reveal?

- What has been the influence, if any, of psychoanalytic criticism on changing attitudes toward Desdemona? Toward Ophelia? Toward Imogen? Do these changes mirror any changes in the attitudes of critics as social creatures or in relations between the sexes?

- What does nineteenth century idolatry of Imogen tell us about Romantic poets and their aesthetic values?

- Could Shakespeare's females populate any other stage than a Renaissance one? A Christian one? A Western one?

- Who are today's heroines on stage and in film and in what ways do traits, behavior patterns, or roles compare/conflict with those on Shakespeare's stage? What do these similarities/differences reveal about social change?

- Is Shakespeare a Male Chauvinist Pig and does it matter? To whom?

- Do the female roles have male counterparts? Are they a matter of convention and dramatic technique rather than of sexual determination?

The form whereby the group demonstrates the fruits of its study rests entirely with each group. A composite summary of class discussion and debate, a group essay, a group oral presentation, a multi-dimensional project, a catechism of questions and alternative answers, or any other tangible evidence of group involvement should be offered no later than the last class session.

Reading List:

Required

Romeo and Juliet (Signet Classic Edition)
Mrs. Jameson, Characters of Women: Moral, Poetical and Historical, pp. 96-123
H. Richmond, Shakespeare's Sexual Comedy: A Mirror for Lovers, pp. 113-120
As You Like It (Signet Classic Edition)
Jameson, pp. 87-97
Richmond, pp. 137-146
Clara Claiborne Park, "As We Like It: How a Girl Can Be Smart and Still Popular," (class handout)
Othello (Signet Classic Edition)
Richmond, pp. 158-165
Jameson, pp. 198-209
G. Bonnard, "Are Othello and Desdemona Innocent or Guilty?" English Studies, XXX, 1949, 175-84.
C. Camden, "Iago on Women," Journal of English and Germanic Philology, XLVIII, 1949, 57-71
J. Overmeyer, "Shakespeare's Desdemona: A Twentieth Century View," University Review of Kansas City, XXXVII, No. 4, 1971, 304-5
The Winter's Tale (Signet Classic Edition)
Jameson, pp. 140-146, 180-198
J. Cutts, Rich and Strange: A Study of Shakespeare's Last Plays

Additional Resources [Edited to focus on female characters]

C. Camden, "The Elizabethan Imogen," Rice Institute Pamphlet, XXXVIII, No. 1, April 1951, 1-17.
C. B. Boyd, "The Isolation of Antigone and Lady Macbeth," Classical Journal, XLVII, 1952, 174-77.
R. Eagle, "Shakespeare's Learned Ladies," Notes and Queries, V, 1958, 197.
E. C. Mason, "Satire on Woman and Sex in Elizabethan Tragedy," English Studies, XXXI, 1950, 1-10.
T. Pyles, "Ophelia's Nothing," Modern Language Notes," LXIV, 1949, 322-3.
M. Merchant, "His Fiend-like Queen," Shakespeare Survey, XIX, 1966, 75-81.
D. W. Harding, "Women's Fantasy of Manhood: A Shakespearean Theme," Shakespeare Quarterly, XX, 1969, No. 3, 245-53.
M. D. Faber, "Some Remarks on the Suicide of King Lear's Eldest Daughter," University Review of Kansas City, XXXIII, No. 4, 1967, 313-17.
Betty Bandel, "Shakespeare's Treatment of the Social Position of Women," unpublished dissertation, Columbia University, 1951.
G. W. Gerwig, Shakespeare's Cordelia: A Shakespearean Story of a Loyal Daughter
M. C. Clarke, The Girlhood of Shakespeare's Heroines in a Series of Tales

Carolyn Black
Philosophy

San Jose State University
Spring, 1973

ETHICS

A course concerned with ethical topics of particular interest to women within the framework of traditional ethical theory.

Texts: Richard Brandt, ed., Value and Obligation (VO)
James Rachels, ed., Moral Problems (MP)
R.M.Hare, Freedom and Reason
Fodor Dostoyevsky, the Grand Inquisitor section of The Brothers Karamazov
John Stuart Mill, On the Subjection of Women
Henrik Ibsen, A Doll's House

First week -
Introduction; What Ethics includes.
Brandt, Value and Obligation (VO), pp. 1-10
Nietzsche, Friedrich W., "Power not Pleasure," (VO), pp. 107-118.
Recommended: Hare, R.M., Freedom and Reason, pp. 137-185.

Second week -
Values.
VO, pp. 15-21.
Ross, W.D., "Many Things Intrinsically Good." VO, pp. 119-25.
Abortion. Discussion question: Is the taking of the life of the fetus the crucial moral issue? (You may wish to discuss whether life is intrinsically or instrumentally good.)
Thompson, Judith, "A Defence of Abortion," Philosophy and Public Affairs, Vol.1, #1.

Third week -
Obligations.
VO, pp. 127-132.
Ross, "Many Different Prima Facie Obligations," VO, pp. 217-230.
Sex. Discussion question: Are there any sexual obligations only women have?
Russell, Bertrand, Marriage and Morals, chs. 1, 7, 19, 20;
Recommended: ch. 10.
Ruddick, Sara, "On Sexual Morality," in Rachels, Moral Problems, (MP), pp. 84-105.

Fourth week -
Rawls, Johns, "The Justice of Institutions," VO, pp. 548-563.
Equality. Discussion question: If women are superior, why should they want equality?
Mill, John S., On the Subjection of Women, ch. 4.
Recommended: Raphael, David D., "Justice requires Equality," VO, pp. 563-574.

Fifth week -
Freedom.
Dostoyevsky, Fodor, Grand Inquisitor section of The Brothers Karamazov.
Discussion question: What is involved in being liberated?
Ibsen, Henrik, A Doll's House.

Sixth week -
Relativism.
VO, pp. 433-440.
Sumner, William, "Folkways," VO, pp. 441-451.
Discussion question: student selection (with the approval of the instructor).

Seventh week -
Metaethical theories: Supernaturalism.
VO, pp. 249-256.
Thomas, George F., "Reason and Revelation in Ethics," VO, pp. 314-329.
Recommended: Plato, "A Critique of Theological Ethics," VO, pp. 297-314.
Discussion topic: The morality or lack of it of some specific religion(s) with respect to women.

Eighth week -
Optional midterm examination covering all work up to now.
Naturalism I.
Sharp, Frank Chapman, "The Ideal Observer Theory," VO, pp. 257-263.
Recommended: Ewing, A.C., "A Critique of Naturalism," VO, pp. 282-297.

Ninth week -
Naturalism II. Utilitarianism.
Bentham, Jeremy, "Utilitarianism," VO, pp. 176-189.
Mill, "Happiness the Basic Standard," VO, pp. 28-49.
Discussion question: Do women have natural moral functions peculiar to them?
Recommended: Money, John, Man and Woman, Boy and Girl.

Tenth week -
Utilitarianism.
Rawls, "Rule Utilitarianism," VO, pp. 230-238.
Recommended: Hare, Freedom and Reason, pp. 112-136.
Discrimination. Discussion topic: Similarities and/or dissimilarities of ethical problems of women and blacks. Recommended: Wasserstrom, Richard, "Rights, Human Rights, and Racial Discrimination," MP, 107-124.

Eleventh week -
Nonnaturalism; Emotivism.
Ross, W.D., Contemporary Rationalism in Ethics," VO, pp. 342-346.
Ayer, A.J., "A Purely Emotive Theory," VO, pp. 358-368.
Recommended: Strawson, Peter, "Puzzles for Intuitionists," VO, pp. 347-358.
Reparation. Discussion question: Is favoring women unjustifiably discriminatory?

Twelfth week -
Prescriptivism.
Hare, Freedom and Reason, pp. 1-50.
Recommended: Hare, Freedom and Reason, pp. 51-85.
Women and the Law. Discussion topic: Civil Law as a defender or detractor of morality with respect to women. Recommended: Mill, "A Utilitarian Defense of Freedom of Action," VO, pp. 512-529.

Thirteenth week -
Generalization and Universalization.
Baier, Kurt, "The Essentials of Morality, VO, pp. 418-429.
Recommended: Hare, Freedom and Reason, pp. 86-111.
Civil Disobedience. Discussion question: Is civil disobedience justifiable as a means of acquiring women's rights? (optional: Is violence?)
Recommended: Rawls, "The Justification of Civil Disobedience," MP, 125-140.

Fourteenth week -
Egoism.
Medlin, Brian, "Ethical Egoism is Inconsistent," VO, pp. 150-157.
Recommended: Hobbes, Thomas, "Egoism as an Implication of Psychology," VO, pp. 141-149.
Discussion question: student selection.

Cynthia Secor
English

University of Pennsylvania
1972-1973

FEMINIST THOUGHT WORKSHOP

"If our formal education had included a solid grounding in what has been thought by our predecessors--Wollstonecraft, Mill, Anthony, Stanton, Engels, De Beauvoir, etc.--we might be considerably further along, in both theory and practice, than we are today." --Brownmiller

Reading Woolf, A Room of One's Own, To the Lighthouse, Harcourt Brace
Wollstonecraft, A Vindication of the Rights of Women, Norton
The Mills, Essays on Sex Equality, University of Chicago
Fuller, Woman in the Nineteenth Century, Norton
Beauvoir, The Second Sex, Bantam
Firestone, The Dialectic of Sex, Bantam
Mitchell, Women's Estate, Penguin, English edition
Davis, The First Sex, Penguin

Buy your own copies, plan to keep them, and mark them up. Always bring the relevant text to class, so our discussions can instantly touch ground in the works of the author herself.

We shall discuss the lives and writings of these selected feminists, giving our attention to their theory, their mode of communication, and the way in which their particular insights were generated and justified by the circumstances of their lives. These writers have been chosen because of their impact on their contemporaries and subsequent generations and because of the durability of their insights.

Students will be required to attend regularly, participate in discussions, and work collectively on the STUDY GUIDE to these writers that we will assemble. It is my hope that this course will prepare students to convene and conduct similar courses in the Free University, at the Women's Center, or in the community.

Four individual papers are required, two outlining and discussing significant issues, as preparation for the two longer terminal papers. Length is not an issue: clarity, vision, intelligence, seriousness, and persuasiveness are! The problems to be solved in the two terminal papers are:

1) Design a feminist theory dealing with the definition and solution of what you take to be the central problems facing contemporary feminism.

2) Write a short autobiography that provides a feminist interpretation of your life.

Sharla Barber, Brenda Hancock,
Bonnie Spillman
Communications

University of Utah
Spring, 1973

RHETORIC OF FEMINISM

Textbooks: Shulamith Firestone, The Dialectic of Sex; Leslie B. Tanner (ed.), Voices from Women's Liberation; Aileen Kraditor (ed.), Up From the Pedestal.

Purpose of the Course: to explore the functions and kinds of rhetoric (persuasion) in the feminist movement; to provide tools for rhetorical analysis of feminist messages of the past and present; to arrive at conclusions regarding the most effective rhetorical strategies used by feminists.

Course Outline

1. March 26th. Introduction to rhetoric and to feminism and each other.

2. April 2nd. Feminism as a rhetorical movement.

   Readings: Tanner, pp. 362-415; Firestone, pp. 15-40; Griffin, "The Rhetoric of Historical Movements"; Cathcart, "New Approaches to the Study of Movements." Also suggested: Kraditor, pp. 7-21.

   See: Henrik Ibsen's A Doll's House, Pioneer Memorial Theatre.

   Discussion: What is a rhetorical movement? What are similarities and differences in issues raised by historical and contemporary feminists? What seem to be the crucial issues?

3. April 9th. Consciousness-raising and naming the enemy.

   Readings: Tanner, pp. 238-243, 253-254, 268-276; Kraditor, pp. 53-73; articles by Gregg and Hancock, on reserve.

   Paper: Your own ideas on a definition of rhetoric, a definition of feminism, and how the two are related. One page.

4. April 16th. Changing the images of women.

   Readings: Kraditor, pp. 122-131, 183-188, 325-331; Tanner, pp. 132-136, 264-268.

5. April 23rd. Changing the family structure.

   Readings: Firestone, pp. 126-155, 205-242; Kraditor, 148-178; Tanner, pp. 181-188, 292-295, 336-341.

6. April 30th. Confrontation and event messages.

   No Reading Assignment.

Paper: A rhetorical analysis of some persuasive event (speech, essay, film, book, confrontation, consciousness-raising meeting, etc.). You may take any approach you choose, e.g., empirical, content analysis, comparison of two events, analysis of argumentative structure, a case study, traditional, rhetorical, strategic or dramatistic analysis. Choose your event. We will help you find a method and sources. Undergraduates should plan on about 5 pages, graduates on 10 pages. Sources on attached bibliography might be helpful to you, and, repeat, we will direct you to others.

7. May 7th. Legal and political strategies.

Readings: Kraditor, pp. 220-230, 243-252; Tanner, 50-53, 64-65, 109-153, 303-307; Simons article on reserve.

8. May 14th and May 21st. Group projects.

Your group will choose a rhetorical issue and interact with each other and the rest of the class for about 45 minutes. Your purpose is to give us insight into feminist rhetoric. Try to involve the audience as much as possible. You might try films, slides, role-playing, games, tape recordings, etc. In other words, you should not simply give individual reports. Possible topics: the Equal Rights Amendment; media related to female images; women in literature; women in politics; relating feminism to other movements such as the Black and Chicano movements; anti-feminism. You will have class time to work on your projects.

Articles on Reserve in the Library

Bitzer, Lloyd, "The Rhetorical Situation," Philosophy and Rhetoric, 1 (Jan. 1968), 1-14.

Campbell, Karlyn Kohrs, "The Rhetoric of Women's Liberation: An Oxymoron," Quarterly Journal of Speech, 59 (Feb. 1973), 74-86.

*Cathcart, Robert S., "New Approaches to the Study of Movements: Defining Movements Rhetorically," Western Speech, 36 (Spring 1972), 82-88.

*Gregg, Richard B., "The Ego-Function of the Rhetoric of Protest," Philosophy and Rhetoric, 4 (Spring 1971), 71-91

Griffin, Leland M., "A Dramatistic Theory of the Rhetoric of Movements," in Critical Responses to Kenneth Burke, ed. William H. Rueckert (Minneapolis: U. of Minn. Press, 1969), pp. 456-478.

*Griffin, Leland M., "The Rhetoric of Historical Movements," Quarterly Journal of Speech, 38 (April 1952), 184-188.

*Hancock, Brenda Robinson, "Affirmation by Negation in the Women's Liberation Movement," Quarterly Journal of Speech, 58 (October 1972), 264-271.

McDonald, Dwight, "The Liberation of Women," The Center Magazine, 5 (May/June 1972), 25-43.

*Simons, Herbert, "Requirements, Problems, and Strategies: A Theory of Persuasion for Social Movements," Quarterly Journal of Speech, 56 (February 1970), 1-11.

*We will all read the starred items. The others are useful sources you might want to look at. For example, the article by McDonald is a good overview of the issues in the current movement. The article by Campbell deals with the uniqueness of feminist rhetoric, and is strongly recommended.

Martha Weisman
Speech and Theater

City College of New York
Fall, 1972

RHETORIC OF WOMEN ACTIVISTS IN THE UNITED STATES

Study of selected speeches by women activists and the impact of the speeches upon audiences from 1819 to the present, focusing on those concerned with: rights of women (euucation, pay, voting, and property); birth control; temperance; abolition of slavery; war and peace; discrimination in professions, factories, and unions; abortion; redefinition of female sexuality and male-female relationships; Third World women.

Objectives

1. To develop an appreciation for the role women have played--and are playing--in movements for social change in the United States.

2. To analyze selected speeches by women in relation to: historical period, setting, content, style of delivery, and impact of their ideas on audiences.

3. To determine the specific problems faced by women speakers with regard to preparation of speeches, content, delivery and impact.

Textbooks

Cade, Toni (ed.). The Black Woman. New York: New American Library, 1970.
Flexner, Eleanor. Century of Struggle: The Woman's Rights Movement in the United States. New York: Atheneum, 1971. (Originally published by Harvard University Press, 1959.)
Morgan, Robin (ed.). Sisterhood is Powerful: An Anthology of Writings from the Women's Liberation Movement. New York: Vintage Books, 1971.
Schneir, Miriam (ed.). Feminism: The Essential Historical Writings. New York: Vintage Books, 1972.

Plan of Course

Selected speeches by the following women (who have been--or still are--active in movements for social change in the United States) will be studied: Sarah Margaret Fuller, Emma Willard, Sarah Grimke, Angelina Grimke, Frances Wright, Ernestine Rose, Lucretia Mott, Mary W. Stewart, Anne Howard Shaw, Sojourner Truth, Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Ida Wells-Barnett, Elizabeth Blackwell, Margaret Sanger, Jane Addams, Emmeline Pankhurst, Carrie Chapman Catt, Mary McLeon Bethune, Alice Paul, Mary Church Terrell, Emma Goldman, Rose Schneiderman, Ella Reeve Bloor, Eleanor Roosevelt, Shirley Chisholm, Bella Abzug, Daisy Bates, Coretta King, Betty Friedan, Gloria Steinem, Margaret Mead, Angela Davis, Fannie Lou Hamer, Eleanor Holmes Norton, Bess Meyerson Grant, Louise Day Hicks, Clare Boothe Luce, Ruth Gage-Colby, Jeanette Rankin, Jane Fonda, Florynce Kennedy, Kathleen Cleaver, Kate Millett, and Germaine Greer. Upon further research, the professor and her students will, of course, amend the above list.

Combining introductory lectures by the professor with individual and/or group reports by students, the first half of the semester will be devoted to speeches from 1819 through 1920; the second half, to speeches after 1920. When possible, recordings will be used and women activists invited to appear before the class to discuss their specific speaking problems.

Papers

Each student will select two women to study. (Since the papers are to be put on stencils and distributed to the class, students should choose different women in order to avoid duplicating research.) It is hoped that outstanding papers by students who have investigated primary sources will be published.

The two required papers will focus on the following areas:

1. The study of speeches (and their impact on audiences) by a woman who was active in public life after 1819 and prior to 1920.

2. The study of speeches (and their impact on audiences) by a woman who was--or still is--active in public life after 1920.

Performances

1. Discussion led by student analyzing her or his research included in paper No. 1.

2. Discussion led by student analyzing her or his research included in paper No. 2.

Gayle Kimball
Religious Studies

California State University,
Chico
1972-1973

ARCHETYPES OF WOMEN IN RELIGION

Texts

Lederer, Wolfgang, The Fear of Women.
Neumann, Eric, The Great Mother, An Analysis of the Archetype.

On Reserve

Lifton, The Woman in America.
Bardwick, J., Psychology of Women.
Jung, C., Vol. VII, Collected Works.
Culver, E., Woman in the World of Religion.
Daley, M., The Church and the Second Sex.
Harkness, G., Women in Church and Society.
Smith, P., Daughters of the Promised Land.
Eranos Yearbook, Vols. IV and VI.
Bachofen, J.J., Myth, Religion, and the Mother Right.
Journal of the American Academy of Religion, 40 (Sept. 1972).

Requirements

Two mid-terms
A research paper (on a topic selected from the experience of women in American religion). WS bibliographies on file at reference desk.
A final exam.

Theme

The course is an examination of central archetypes of the feminine in religion, focusing on the symbolism of the mother in both nurturing and destructive aspects. Later in the course applications of the archetypes will be sought in the American religious setting.

Outline and Reading (*Required reading; others are suggested but not required)

Part One. Introduction

I. Definition of woman, biologically, psychologically, and sociologically
   *E. Erikson's article in The Woman in America.
   *J. Bardwick, Psychology of Women, pp. 115-128, 131-163, "On the Psychology of Women."
   J. Sherman, On the Psychology of Women.
   M. Mead, Male and Female.
   K. Horney, Feminine Psychology (ed. H. Kelman), pp. 109-117.
   N. Weisstein's article in Women in Sexist Society, by Gornick and Moran

R. Lifton's article in The Woman in America.
D. McClelland's article in The Woman in America.
E. Davis, The First Sex, Chapters 9 and 21.
H. Hays, The Dangerous Sex.
A. Montague, The Natural Superiority of Women.

II. The Concept of the Archetype
*C. Jung, Vol. VII, Collected Works, pp. 186-209 (on the anima and animus).
M. E. Harding, The Way of All Women.

III. The Archetype of the Great Mother
E. Neumann, pp. 1-92.

Part Two. The Positive Great Mother
IV. The Ancient Mother Goddess
*E. Neumann, The Great Mother.
*J.J. Bachofen, Myth, Religion, and the Mother Right, pp. 76-118.
*W. Lederer, "The Mother of All" and "Queens and Amazons."
J. Campbell, Hero with a Thousand Faces.
R. Briffault, The Mothers (1927).
G. Rothery, The Amazons in Antiquity and Modern Times (London, 1910).
E. Culver, Women in the World of Religion, pp. 4-12.
E. O. James, The Mother Goddess.

V. The Great Mother in Indian Religion
*H. Zimmer's Essay in Eranos Yearbook, #6.
*H. Zimmer's Essay in Eranos Yearbook #4 (on Tantra).
On reserve, Four "Holy Mothers" from M. Harper, Gurus, Swamis, and Avatars.
(Buddhism: Songs of the Nuns. See article on reserve).
(China: I Ching, Wilhelm trans., pp. 285-286, 297, 385).

VI. The Virgin Mary
*F. Heiler, "Symbolism of the Madonna," Eranos Yearbook #6.
*M. Daley, The Church and the Second Sex, pp. 19, 118-122.
H. Adams, Mt. St. Michel and Chartres, pp. 87-200.
E. Underhill, Mystics of the Church.

Part Three. The Terrible Great Mother
VII. *W. Lederer, "Pandora," "Kali," "The Patriarchal Revolt."

VIII. Old Testament
*Culver, pp. 16-18, 47-62.
*Daley, pp. 32-37.
*Genesis, chapters 1-3.

IX. New Testament
*Daley, pp. 20-26.
*G. Harkness, pp. 138-161.
*Luke 8:2-3, Mark 19:3-9, John 4:1-30, 7:53-8:11, Acts 1:14, 18:26.
Pauline: 1 Cor. 7:4, 11:3-12, 14:33-35
Romans 16:1-2 Ephesians 5:22 1 Tim. 2:11-14
Gal. 3:26 Col. 3:18-19 Phil. 4:23

E. Figes, Patriarchal Attitudes.
R. Ruether, The Images of Women in the Judeo-Christian Theological Tradition (1972).

X. Witches
M. Starkey, The Devil in Massachusetts.
C. Upham, Salem Witchcraft, Vol. II (1867).
E. Montes, European Witchcraft.
*Lederer, "Broomsticks."
A. Richardson, Nun, Witch, and Playmate.

XI. Luther and Calvin on Women
*R. Bainton, Here I Stand, chapter 17, "The School for Character."
E. Culver, 113-124.
G. Harkness, 57-85.
*G. Harkness, Calvin, chapter on family life.
R. Bainton, Women of the Reformation in Germany and Italy.
M. Luther, Vindication of Married Life.

XII. 17th and 18th Century American Religion
*P. Smith, 37-70.
papers presented

XIII. 19th Century American Religion
*P. Smith, 71-274,
papers presented

XIV. 20th Century American Religion
*P. Smith, 274 to end.
papers presented

Gayle Graham Yates

United Theological Seminary of the Twin Cities
Spring, 1973

WOMEN IN CHURCH AND SOCIETY

Topical Outline

I. Women in American Culture
   1. Ideologies about Women
   2. The Feminist Movement
   3. Women in American History
   4. Women in Literature
   5. Women in Art
   6. Female Psychology and Sexuality

II. Women in the Theological Disciplines
   1. Women in the Bible
   2. Women in the History of the Church
   3. Women and Ethics
   4. Women and Worship
   5. Feminine Constructive Theology

III. Women in the Church
   1. Denominational Stances on Women
   2. The Ordination of Women to the Ministry
   3. Ministers' Spouses
   4. "The Priesthood of all Believers": Women and Lay Leadership
   5. Women and Christian Education
   6. Ministering to Women

Texts: Wendy Martin, ed., The American Sisterhood
Mary Lou Thompson, ed., Voices of the New Feminism
Packet of reprints from KNOW, Inc.
Mary Daly, The Church and the Second Sex
Sarah Bentley Doely, ed., Women's Liberation and the Church

Course requirements: In addition to attending class, participating in class discussion and reading the assignments, each student, credit or audit, will be required to do the following:

1. Prepare a topical presentation for the class, singly or in a group, oral or written or visual or aural, for a period of about 15-30 minutes of class time. (See attached list of suggested topics.) Could be simply an annotated bibliography to pass out to the class, a speech based on research, a panel, a tape recording or a movie (original or procured), etc. Have ready for the class at the appropriate point in the topical outline.

2. Read, describe and criticize, either orally or in a paper, one book from the attached list or chosen in consultation with the instructor. This, too, should be presented at the fitting class session.

3. Write either a worship service or a statement of constructive theology with the focus on women.

4. In addition, students registered for credit should develop one of the three projects further into a complete paper of 20-30 typewritten pages in good scholarly form and properly documented.

Outline of class sessions:

February 6--Ideologies about Women

Introduction to the course
Lecture on "Ideologies about Women"
Small groups on the questions "Who do we think women are? What is and and ought to be the difference between men and women?"

February 13--The Feminist Movement

Assigned readings: Voices, Cowley, pp. 3-27; Friedan, pp. 31-43; Dunbar, pp. 44-58; Rossi, pp. 59-74. Sisterhood, Dixon, pp. 114-127; Chisholm, pp. 144-151; Seidenberg, pp. 152-161; Steinem, pp. 183-188; Kempton, pp. 339-352; Morgan, pp. 360-367.
Student presentations, individual or panel, on some of the following ideological books and essays: Janeway, Man's World, Woman's Place; Bird, Born Female; Millett, Sexual Politics; Friedan, The Feminine Mystique; Greer, The Female Eunuch; Rossi, "An Immodest Proposal" in Lifton, The Woman in America; Firestone, The Dialectic of Sex; Mitchell, "Women: the Longest Revolution," or Woman's Estate.
Lecture on "The Feminist Movement"
Discussion--small groups

February 20--Women in American History

Reading assignments: Buhle, Gordon, Schrom reprint, "Women in American Society." Sisterhood, pp. 15-113, 197-256 (peruse).
Lecture and discussion
Possible student presentations on books: Flexner, Century of Struggle; O'Neill, Everyone Was Brave; Smith, Daughters of the Promised Land; Sinclair, The Better Half; Lerner, The Woman in America; Scott, The Southern Lady; Kraditor, Ideas of the Woman Suffrage Movement.
Small groups

February 27--Women in American Literature

Assigned readings: Poetry of Anne Bradstreet, Emily Dickinson, Anne Sexton, Sylvia Plath. Stories: (on reserve) Eudora Welty, "Livvie"; Katherine Anne Porter, "Flowering Judas," "The Jilting of Granny Weatherall." Sisterhood, Martin, pp. 257-272.

Discussion of the poetry and stories
Possible student presentations, topical or books. The following books: Woolf, A Room of One's Own; Wharton, The Age of Innocence; Plath, The Bell Jar; Oates, Them.

March 6--Women in American Art

Lecture-slide presentation
Student reports

March 13--Female Psychology and Sexuality

Assigned readings: Reprints, Shainess, "Images of Women"; Broverman, "Sex-role Stereotypes"; Barry, "Cross Cultural Survey." Sisterhood, Shainess, pp. 162-170; Horner, pp. 284-291; Weisstein, pp. 292-298; Thompson, pp. 313-321; Lydon, pp. 322-328, Radical Lesbians, pp. 333-338.

March 20--Sociology of Women

Reading assignments: Reprints, Clarenbach, "Women Are People"; Rossi, "Women in the Seventies"; Heidi, "What's Wrong with Male-dominated Society." Voices, Murray, pp. 87-102; Griffiths, pp. 103-135. Sisterhood, Howe, pp. 273-283.

March 27--Week of UTS Event on Women, Theology and Ministry --session on "Marital Styles for Ministers" (panel) will be held at class time for class and the public
Suggested reading: O'Neills, Open Marriage

April 3--Women in the Bible
Women in the History of the Church

Reading assignments: Mary Daly, chapter 2, The Church and the Second Sex; Reprint, Swidler, "Jesus Was a Feminist"
Slide/tape presentation: "Eve 'N Us" prepared by the Women's Division, United Methodist Board of Missions

April 10--Women and Ethics
Women and Worship

Reading assignments: Doely, Women's Liberation and the Church, Crabtree, p. 15; Callahan, p. 37; Sisters, p. 70
Assignment for part of the class: turn in an original worship service focused on women, share some of them with the class

April 17--Feminine Constructive Theology

Reading assignments: Ruether, in Doely, p. 26. Each person in the class read or re-read a theological essay or book and ask yourself how women are treated, what is said to or about them, what is implied about women in the piece.
Part of the class: Turn in your own statement of "feminine constructive theology"

April 24--Denominational Stances on Women
The Ordination of Women to the Ministry

Reading assignments: Voices, Daly, p. 136; WL&Church, Barrabee, p. 47; Jones, p. 60, Way, p. 77; Appendix, pp. 95-145.

May 8--"The Priesthood of All Believers": Women and Lay Leadership

Panel discussion led by group of women lay leaders

May 15--Women and Christian Education
Ministering to Women

Reading assignment: booklet, Kepler and Schaef, Women and the New Creation

Suggested Topical Projects

A. Women in American Culture

[Ed. note: The topics here have been omitted, since most are suggested in other syllabi, in this or preceding volumes of Female Studies.]

B. Women in Religion

1. Research the stances taken on women by denominations. For example, take one denomination and look at its official pronouncements about women, recently or over several different periods.

2. Study women's particular kinds of involvement in one or more denominations.

3. Study the question of ordination of women either in one denomination or among several.

4. Do a Biblical study about women: What about women in one book of the Bible? Women or a woman in the Bible? Contribution of women biblical scholars? What Jesus or Paul had to say about women? What message of some part of the Bible is to women?

5. Study a woman or some women, a women's group, or the place or condition of women in church history. The origin, significance and history of one order of nuns. Heloise. Mary Baker Eddy. Mother Ann Lee. Quaker women in the American abolition movement. Or Quaker women in general.

6. Read with your mind on women one or more works of historical or contemporary constructive theology. What do they say to or about women? Is the God to whom they refer male? Is their religious anthropology about an inclusive humanity or about males?

Rayna Reiter
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New School for Social Research
Fall, 1973

ANTHROPOLOGICAL PERSPECTIVES ON WOMEN

There are about 25 people in the class. Since it is a graduate seminar, we cover a lot of reading material each week, and then attempt to discuss and synthesize from it. I don't lecture, I prepare summaries and questions to get discussions off the ground. The general theme of the course is the relation of gender to power. We began with the issue of matriarchy, reading the Leacock edition of Engels, and also a summary article by Kathleen Gough (in the Malbin reader) and a paper by Newton and Webster which appeared earlier this year in Aphra summarizing the controversy. We then moved on to the "evidence" used to explain the lower status of women--a week was spent on primates material (readings in Jay, DeVore, Kummer, Goodall), focusing on issues of social organization, aggression, territoriality, sexuality, mother-infant bonding. The following session concerned the relation of psychobiology to culture. For it, we read Bardwick and the Money-Ehrhardt book. Next week, we are turning to psychoanalytic theory, using Jean Miller's Psychoanalysis and Women, Althusser's "Freud and Lacan" (which appeared in the New Left Review in 1969), and the last section of Juliet Mitchell's book. We will then compare and contrast male and female perspectives on data, using an article by Leavitt, Weatherford, and Sykes, and two papers by Linton and Chinas in Sue-Ellen Jacob's collection. All of these sessions are designed to raise the basic issues, and to give us some tools with which to approach the body of data that anthropology has to offer about women. They are also (hopefully) designed to examine the various bases on which a cultural theory of women's status might be hung. The creation of such a theory, it seems to me, is a goal of a feminist anthropology.

The rest of the course will be devoted to "data": beginning with egalitarian societies, moving on to ranked, and then stratified ones, we will divide up the reading of as many monographs as we can handle. We will spend a few weeks on women in state-organized societies, including our own, and the colonzied world. The last few sessions will include presentations of papers by members of the seminar.

[Ed. note: This course description is from a letter which accompanied the following bibliography.]

Rayna Reiter

ANTHROPOLOGICAL PERSPECTIVES ON WOMEN : SELECTED BIBLIOGRAPHY

This bibliography begins with general and theoretical sources, and then moves on to sources on women in different culture areas of the world. It is certainly not exhaustive. In condensing this bibliography for The Feminist Press, a section on primates and psychobiology have both been omitted.

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Economics Collective
Women's Studies Program

California State University, San Diego
1973-74

STATUS OF WOMEN IN VARIOUS POLITICAL-ECONOMIC SYSTEMS

I. Introduction.

A. Women in the U.S. labor market. (Women's Bureau, "Fact Sheet on the Earnings Gap").
   1. Why the gap exists--sex typing of jobs and women unorganized.
   2. Why the gap is increasing--increased employment of working class women and decrease in professional women.
   3. Comparisons with women in other countries.

B. Women in the home (Patty Quick, "Women's Work," in URPE, Review of Radical Political Economies, vol. 4, no. 3).
   1. Marriage as a labor contract.
   2. Class and the duties of marriage.
   3. Marriage and work outside the home.

II. Forms of Property Holding and Women's Status.

A. Women's roles in political and military leadership dependent on economic status. (Denise Paulme, Women in Tropical Africa, ch. 3).

B. The matriarchy, the advent of private property and the patriarchy, (Frederick Engels, Origin of the Family, Private Property and the State, ch. 2).

C. Imperialism spreads the patriarchy, the change to patriarchy as a continuous change in underdeveloped countries. (Esther Boserup, The Role of Women in Economic Development, chs. 1, 3).
   1. The introduction of the plow and mule and female farming.
   2. Loss of power under European rule.

III. Women Under Capitalism.

A. The rise of capitalism and the nature of classes. (Edwards et. al. The Capitalist System, pp. 56-71, 92-97).

B. Woman as the producer of use values in a system of exchange values. (Margaret Benston, "The Political Economy of Women's Liberation," pamphlet).

C. How women's position supports the system. (Peggy Morgan and Herbert Gintis, "Supportive Institutions: the Family and the Schools," in The Capitalist System).

IV. Women and Class in the United States.

A. Working-class Women.
   1. Their exploitation. (Mirra Komarovsky, Blue Collar Marriage, ch. 3, ch. 13; Juanita Kreps, Sex in the Market Place, American Women at Work, ch. 1).
   2. Alienation. (Elinor Langer, "Inside the Telephone Company," pamphlet; three readings from Liberation Now: "Drowing in the Steno Pool," "Pages from a Shop Diary," "The Labor and Suffrage Movements").
   3. Power in the family. (Komarovsky, ch. 10).
   4. Minority women. (two readings from Liberation Now: "Double Jeopardy" and "Colonized Women"; Willacy and Hilasky, "Women in Urban Poverty Neighborhoods").

B. Middle-class Women.
   1. The middle class housewife as consumer. (Betty Friedan, The Feminine Mystique, "The Sexual Sell").
   2. Women as professionals. (Cynthia Epstein, Women's Place, chs. 4, 5).
C. Analysis of contradictions in the status of women in the working and middle classes. (Hancock, "A Class Analysis of Women in the United States").

V. Women in the Soviet Union.

A. The theory. (V. I. Lenin, "The Task of the Working Women's Movement in the Soviet Republic," handout).
B. Soviet women as workers. (Norton Dodge, Women in the Soviet Economy, chs. 3, 4).
C. Soviet women in the home. (Dodge, ch. 5).
D. An evaluation. (Marilyn Power Goldberg, "Woman in the Soviet Union," in URPE, Review of Radical Political Economics, vol. 4, no. 3).

VI. Women and Socialism in Latin America.

A. Chile. (Vania Bambirra, "Women's Liberation and Class Struggle," URPE journal).
B. Cuba. (Elizabeth Sutherland, "The Longest Revolution," in The Youngest Revolution; "On Cuban Women" in Liberation Now; "Women Strike for Peace Takes a Trip to Cuba," handout).

VII. Women and Socialism in the Far East.
A. Introduction. (Charlotte Bunch Weeks, "Asian Women in Revolution," in Liberation Now).
B. China.
   1. The status of women before the revolution. (Helen Foster Snow, "Women and the Family" in Women in Modern China).
   2. Changing status. (Jack Belden, "Gold Flower's Story," pamphlet; Maud Russell, "Chinese Women Liberated," pamphlet; Concerned Asian Scholars, China Today, chapter on women).
C. Vietnam. ("Vietnamese Women," handout from Vietnamese Studies, no. 10).

VIII. Women in the Social Democratic Countries.
A. Scandinavia. ("Women's Occupational Situation in Scandinavia," handout).
B. Sweden. (Gendell, "Swedish Working Wives," handout; Report to the United Nations, 1968: The Status of Women in Sweden, handout).

IX. Conclusion: An Evaluation of the Various Systems.

Francine D. Blau
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Fall, 1973

FRESHMAN SEMINAR: WOMEN IN THE ECONOMY

Recommended for Purchase:

Bardwick, ed., Readings on the Psychology of Women.
Conference Board, Nondiscrimination in Employment: Changing Perspectives, 1963-72.
Conference Board, Women.
Flexner, Century of Struggle.
Galenson, Women & Work: An International Comparison.
Ginzberg & Yohalem, eds., Corporate Lib.
Kreps, Sex in the Market Place.
Trey, "Women in the War Economy--World War II" (reprint).

Useful References:

Ferriss, Indicators of Trends in the Status of American Women.
U. S. Dept. of Labor, Women's Bureau, 1969 Handbook on Women Workers.

Course Outline and Reading List

I. Historical Perspectives on Women's Economic Role

A. Women in Primitive Economies
Barry, et. al., "A Cross-Cultural Survey of Some Sex Differences in Socialization," in Bardwick, pp. 205-209.
Boserup, Women's Role in Economic Development, Chs. 1,2.

Recommended:
Engels, Origin of the Family, Private Property and the State, Ch. 2.
Leavitt, "Women in Other Cultures," in Gornick & Moran, eds., Woman in Sexist Society.
DeBeauvoir, The Second Sex, pp. 56-89.

B. Women's Economic & Social Status (U.S.) -1
Lantz et. al., "Pre-industrial Patterns in the Colonial Family in America," in Bardwick, pp. 196-204.
Flexner, Chs., I-IV, VIII, IX, XIII-XV, XVII, XVIII.

Recommended:
Lerner, Black Women in White America.
Smuts, Women & Work in America.
Scott, The Southern Lady.
Abbott, Women in Industry. Chs. II-IV, VII.

C. The Women's Rights Movement (U.S.)
Flexner, Chs. V-VII, X-XII, XVI, XXII-XXIII.
Stimpson, "Thy Neighbor's Wife, Thy Neighbor's Servants : Women's Liberation & Black Civil Rights," in Gornick & Moran, eds., Women in Sexist Society, pp. 453-479.

Recommended:
Kraditor, The Ideas of the Woman Suffrage Movement, 1890-1920, Chs. 2, 3.
O'Neill, Everyone Was Brave.

D. Women's Economic & Social Status (U.S.) -2
Oppenheimer, "Demographic Influence on Female Employment & the Status of Women," in Huber, ed. Changing Women in a Changing Society, pp. 184-199.
Trey, "Women in the War Economy."
Cook, "Women & American Trade Unions," The Annals, Jan. 1968.

II. The Development of Sex Role Differences

[Ed. note: Because this reading duplicates other material in this volume, it is omitted here.]

III. Women and Non-Market Work

A. Introduction and Overview
Cox, "Marriage and the Family," in Bardwick, pp. 128-131.
Quick, "Women's Work," in The Review of Radical Economics, July 1972, pp. 2-19.
Caplow, The Sociology of Work, pp. 260-269.
Hedges & Barnett, "Working Woman and the Division of Household Tasks," in Monthly Labor Review, April 1972.
Conference Board, Women, pp. 6-21.

Recommended:
Benston, "The Political Economy of Women's Liberation."
Mitchell, "Women: The Longest Revolution."

B. The Role of Housewife
Barnard, "The Paradox of the Happy Marriage," in Gornick & Moran, eds., Woman in Sexist Society, pp. 85-98.
Clark, "Motherhood," in Bardwick, pp. 131-134.
Rainwater, "Some Aspects of Lower Class Sexual Behavior," in Bardwick, pp. 263-268.
Papanek, "Men, Women, and Work: Reflections on the Two-Person Career," in Huber, ed., Changing Women in a Changing Society, pp. 90-110.
Bohannan, "The Six Stations of Divorce," in Bardwick, pp. 156-163.
Bart, "Depression in Middle-Aged Women," in Bardwick, pp. 134-142.

Recommended:
Friedan, The Feminine Mystique, Chs. 2, 10.
Campbell, "Changing Patterns of Childbearing in the U.S.," in The Family in Transition, pp. 175-185.
Wachtel, "Options of the Single Pregnant Woman," in The Review of Radical Political Economics, July 1972, pp. 86-106.

C. Marriage, the Family & Market Work
Rossi, "The Roots of Ambivalence in American Women," in Bardwick, pp. 125-127.
Bailyn, "Career and Family Orientations of Husbands & Wives in Relation to Marital Happiness," in Bardwick, pp. 107-115.

Goode, "Family Life of the Successful Woman," in Ginzberg & Yohalem, pp. 97-117.
Janeway, "Family Life in Transition," in Ginzberg & Yohalem, pp. 118-124.

Recommended:
Rapoport & Rapoport, Dual-Career Families.
Rothman, "Other People's Children: The Day Care Experience in America," in Public Interest, Winter 1973.

D. Women as Consumers
Friedan, The Feminine Mystique, Ch. 9.
A Redstocking Sister (Willis), "Consumerism & Women," in Gornick & Moran, eds., Woman in Sexist Society, pp. 480-484.
Bird, "Women's Liberation: Good or Bad for Business?" Signature, June 1970.

Recommended:
Veblen, The Theory of the Leisure Class, Chs. 4,7.

E. The Economic Value of Housework
Kreps, Ch. 4.

Recommended:
Chong Soo Pyun, "The Monetary Value of a Household," in American Journal of Economics and Sociology, July 1969.

IV. Women & Market Work

A. Introduction
Kreps, Ch. 1

B. Labor Force Participation
Kreps, Ch. 2, pp. 17-40
Economic Report of the President, Jan. 1973, pp. 89-100
Conference Board, Women, pp. 22-29.

Recommended:
Bell, "Age, Sex, Marriage, & Jobs," in The Public Interest, Winter, 1973, pp. 76-87.
Ridley, "The Changing Position of American Women: Education, Labor Force Participation and Fertility," in The Family in Transition, pp. 199-250.
Willacy & Hilaski, "Working Women in Urban Poverty Neighborhoods," in Monthly Labor Review, June 1970.
U.S. Dept. of Labor, Women's Bureau, Facts About Women's Absenteeism & Labor Turnover.

C. Employment of Women Workers
Conference Board, Women, p. 36.
Oppenheimer, "The Sex Labeling of Jobs," in Industrial Relations, May 1968.
Economic Report of the President, Jan. 1973, pp. 100-103
Robie, "Challenge to Management," in Ginzberg & Yohalem, pp. 9-29.
Oppenheimer, "A Sociologist's Skepticism," in Ginzberg & Yohalem, pp. 30-38.

Recommended:

Caplow, The Sociology of Work, Ch. 10.
Gross, "Plus Ca Change ...? The Sexual Structure of Occupations Over Time," Social Problems, Fall 1968.

D. Higher Education & Women in the Professions

Roby, "Women & American Higher Education," The Annals, Nov. 1972, pp. 118-139.
Park, "Like Their Fathers Instead," in Ginzberg & Yohalem, pp. 39-57.
Fasenmyer, "Brainwashed Women," in Ginzberg & Yohalem, pp. 58-62.
Conference Board, Women, pp. 38-39.
Rossi, "Barriers to the Career Choice of Engineering, Medicine, or Science Among American Women," in Bardwick, pp. 72-82.
Simon et.al., "The Woman Ph.D.: A Recent Profile," in Bardwick, pp. 83-92.
Wallace, "Sex Discrimination," in Ginzberg & Yohalem, pp. 69-84.
Kreps, "The Sources of Inequality," in Ginzberg & Yohalem, pp. 85-96.
Epstein, "The Positive Effects of the Multiple Negative: Explaining the Success of Black Professional Women," in Huber ed., Changing Women in a Changing Society, pp. 150-173.

E. Earnings of Women Workers

Blau (under Weisskoff), "'Women's Place' in the Labor Market," in American Economic Review, May 1972.
Kreps, pp. 40-46.
Economic Report of the President, Jan 1973, pp. 103-112.
Conference Board, Women, pp. 30-35.

Recommended:

Stein, "The Economic Status of Families Headed by Women," in Monthly Labor Review, Dec. 1970.
McNulty, "Differences in Pay Between Men & Women Workers," Monthly Labor Review, Dec. 1967.
Sanborn, "Pay Differences Between Men & Women," Industrial & Labor Relations Review, July 1964.
Fuchs, "Differences in Hourly Earnings Between Men & Women," Monthly Labor Review, May 1971.
Suter & Miller, "Income Differences Between Men & Career Women," in Huber, ed., Changing Women in a Changing Society, pp. 200-212.
Cohen, "Sex Differences in Compensation," Journal of Human Resources, Fall 1971.
Stevenson, "Women's Wages & Job Segregation," mimeo.
Sawhill, "The Economics of Discrimination Against Women: Some New Findings," Journal of Human Resources, Summer 1973.

F. Discrimination and the Law

Conference Board, Nondiscrimination in Employment, pp. 1-38.
Moskow, "Government in the Lead," in Ginzberg & Yohalem, pp. 125-132.

G. Review and Evaluation

Bergmann, "The Economics of Women's Liberation," mimeo.
review Economic Report of the President, Jan. 1973, pp. 89-112.
Bergmann & Adelman, "The 1973 Report of the President's Council of Economic Advisors: The Economic Role of Women," in American Economic Review, Sept. 1973.

V. International Comparisons of Women's Economic & Social Status

A. Introduction
Wilensky, "Women's Work: Economic Growth, Ideology, Structure," in Industrial Relations, May 1968.
Galenson, Chs. 1-2.

B. Western Europe
Galenson, Chs. 3-5.
Haavio-Mannila, "Sex Differentiation in Role Expectations and Performance," in Bardwick, pp. 210-218.

C. Non-Capitalistic Economics
Galenson, Chs. 6-7.
Field & Flynn, "Worker, Mother, Housewife: Soviet Women Today," in Bardwick, pp. 218-231.
Huang, "A Re-evaluation of the Primary Role of the Communist Chinese Woman: The Homemaker or the Worker," in Bardwick, pp. 231-235.
Rosner, "Women in the Kibbutz: Changing Status and Concepts," in Bardwick, pp. 235-242.

Recommended:
Goldberg, "Women in the Soviet Economy," in The Review of Radical Economics, July 1972, pp. 60-73.
Organization for Economic Cooperation & Development, Employment of Women, Ch. II.

Lenore J. Weitzman
Institute of Governmental Affairs

University of California, Davis
Law School (cross-listed Sociology)
Spring, 1973

WOMEN AND THE LAW

Text: L. Kanowitz, Sex Roles in Law and Society (U. New Mexico Press, 1973).

Course Outline:

April 4 Introduction
April 9 Constitutional Law
  Professor Leo Kanowitz (Professor of Law, Hastings Law School): "Constitutional Law and the Equal Rights Amendment"
April 11 The Equal Rights Amendment
April 16 Employment Law - sociological background
April 18 Employment Law - The Equal Pay Act of 1963
April 23 Employment Law - Executive Order 11246 and Affirmative Action
April 25 Employment Law - Title VII of the Civil Rights Act of 1964
  Carmella Veneroso (Lawyers Committee Title VII Project): "Filing a Complaint with EEOC"
April 30 Family Law;
  Marriage Contracts
May 2 Rape - Lorainne Lahr (President, S.F. NOW): "Rape as a Women's Issue"
May 7 Credit Discrimination
  Janice Cooper (Attorney, Alameda County Legal Assistance): "Sex Roles and Poverty"
May 9 Sex Discrimination in Education
  Abortion: Sandi Blair (Instructor at Hastings and Boalt Hall)
May 14 Media
  Equal Rights Advocates (San Francisco Women's Law Firm)
May 16 Criminal Law
May 21 Government Taxation and Benefits (Tax, S.S., Military)
  Colquitt Walker, Dean, Boalt Hall: "Benefits and Taxation"
May 23 Conclusion

Outline for Preparation of Legal Case and/or Legal Memo

[Ed. note: Lenore Weitzman writes that this project "provides a model for combining academic and actual research. . ..Students worked on actual cases of sex discrimination within the University. The practical results . . . were quite impressive.]

1. Person and/or institution charged
2. Preliminary statement: summary of the case--who, what, when, and legal basis.
3. Plaintiff: who is/are plaintiff(s) (name, address, position, etc.); if a class action explain who is included in the class.
4. Defendants: who is/are defendant(s) (name, address, position, etc.); explain how each related to complaint.
5. Allegations: nature of complaint, charges.
6. Facts and supporting evidence for allegations.
7. Jurisdiction: legal basis for complaint; cite not only the law but other cases, administrative guidelines, and administrative decisions that support your legal basis.
8. Relief sought.

Jean Bethke Elshtain
Political Science

University of Massachusetts, Amherst
Fall, 1973

FEMINIST POLITICS

The purpose of the course is to explore the ways in which relations between the sexes may be viewed as political, beginning with an examination of sex as a category for analysis in classical and contemporary political theory. An effort throughout the semester will be undertaken to make relations between the sexes at the micro-level intelligible in terms of larger social and political functions they may serve. The final weeks of the course will be devoted to a discussion of the various meanings of equality and what equality for women portends in both theory and practice. We will also ask whether sex can be used as the basis for concerted political action--a question which requires discussion of the tactics and strategies of the women's liberation movement.

Two examinations--a mid-term and a final--will be given.
A short analytical term paper will be required. Longer papers will be expected from graduate students.

Reading List

Firestone, Shulamith. The Dialectic of Sex.
Flexner, Eleanor. Century of Struggle, The Women's Rights Movement in the United States.
Gilman, Charlotte Perkins. Women and Economics.
Goldman, Emma. Anarchism and Other Essays.
Klein, Viola. The Feminine Character: The History of an Ideology.
Kraditor, Aileen. Up From the Pedestal.
Laing, R. D. and D. G. Cooper, Reason and Violence.
Lessing, Doris. The Golden Notebook.
Mitchell, Juliet. Woman's Estate.
The Monist. January 1973.
O'Faolain, Julia and Lauro Martines, eds. Not in God's Image. A History of Woman from the Greeks to the Nineteenth Century.
Rousseau, Jean-Jacques. The First and Second Discourses.
Rousseau, Jean-Jacques. The Social Contract.

Additional readings listed as required will be available in the library on Reserve or will be supplied by the instructor. Items marked with an asterisk are required reading for graduate students only and are simply recommended for non-graduates.

PART I. Political Theory and the Problem of Sex

READ: Plato, The Republic. Part III, Books XV, XVI.
Aristotle, The Politics. Book I, A and B.
*John Stuart Mill, The Subjection of Women. (Skim the entire volume.)
Christian Pierce, "Equality, Republic V," The Monist, pp. 1-11.
Abigail L. Rosenthal, "Feminism Without Contradictions," The Monist, pp. 28-42.

Rousseau, Social Contract, Chapters I, II, III, IV.
Rousseau, First and Second Discourses, read in their entirety.
*Rousseau, Emile, Book V, "Marriage."
*Frederick Engels, The Origin of the Family, Private Property, and the State.
O'Faolain and Martines, Not in God's Image, pp. 1-115; 284-290.

PART II. Feminist Theory and Feminist Ideology.

READ: Charlotte Perkins Gilman, Women and Economics.
Shulamith Firestone, Dialectic of Sex, pp. 1-40.
Aileen Kraditor, Up From the Pedestal, selections to be announced.
Emma Goldman, Anarchism, Preface by Drinnon, pp. 1-46. "Anarchism: What It Really Stands For," pp. 47-68; "Woman Suffrage"
*Alice Rossi, "Sex Equality: The Beginning of Ideology," in Roszak and Roszak, eds. Masculine/Feminine, pp. 173-185.
*Gayle Rubin, "Woman as Nigger," in Masculine/Feminine, pp. 230-240.
*Robin Morgan, "Good-bye to All That, in Masculine/Feminine, pp. 241-250. *Read also pp. 250-296 in Masculine/Feminine (series of short manifestoes).
Betsey Stone, "Sisterhood is Powerful." Handout.
Ti-Grace Atkinson, "Theories of Radical Feminism." Handout.

PART III. How to Make a Woman; Woman as Metaphor; 'Women,' Women, and the Family.

READ: Laing and Cooper, Reason and Violence.
Juliet Mitchell, Woman's Estate, Part Two.
Emma Goldman, Anarchism, "Marriage and Love," pp. 227-240.
O'Faolain and Martines, pp. 190-200; 229-233.
*Peter Laslett, "The Comparative History of Household and Family," Journal of Social History, Vol. 4., No. 1, Fall, 1970, pp. 74-87.
*Peter Laslett, The World We have Lost, Chapters 4 and 7.
*William J. Goode, World Revolution and Family Patterns, Chapter I and "Conclusion."
Talcott Parsons, "Age and Sex in the Social Structure of the United States," in Robert F. Winch and Robert McGinnis, eds. Selected Studies in Marriage and the Family, pp. 330-345.
Caroline Lund, "The Family: Revolutionary or Oppressive Force," Handout.
*Charlotte Perkins Gilman, The Home Its Work and Influence. Skim this.

PART IV. Sex Differences: Their Political Implications. The Relationship between Psychology, Ideology, and Politics.

READ: Viola Klein, The Feminine Character.
Shulamith Firestone, Dialectics of Sex, Chapters 3-8.
Sigmund Freud, The Basic Writings of Sigmund Freud, Brill, ed., pp. to be announced.
Sigmund Freud, Complete Works, Vol 22, Lecture 33, "Femininity," pp. 122-135.
O'Faolain and Martines, pp. 117-178, 207-217; 244-252.

*Eileen Power, "The Position of Women," in C. G. Crump and E. F. Jacob, The Legacy of the Middle Ages, pp. 401-433.
*J. Cohen, "Women in Peace and War," in Tom Hatherley Pear, ed., Psychological Factors of Peace and War, pp. 91-111.
*Ann Battle-Sister, "Some Conjectures on the Female Culture Question," Journal of Marriage and the Family (Vol. 33, No. 3, August, 1971, pp. 411-420).

PART V. The Women's Movement and the Meaning of Equality. Tactics, Strategies, Ends, Means.

READ: Firestone, Chapters 8 and 9
Kraditor, selections to be announced.
Mitchell, Part One.
Flexner, Century of Struggle.
Goldman, "The Psychology of Political Violence," pp. 79-108; Minorities Versus Majorities," pp. 69-107.
*Virginia Held, "Reasonable Progress and Self-Respect." The Monist, pp. 12-27. Thomas E. Hill, Jr., "Servility and Self-Respect," pp. 87-104, Monist.
*John Rawls, A Theory of Justice, Chapters I and III.

EPILOGUE. The Morality of Leadership.

READ: The following articles from Monist:
Mary Anne Warren, "On the Moral and Legal Status of Abortion," pp. 43-61;
*Jan Narveson, "Moral Problems of Population," pp. 62-86;
Mary Mothersill, "Notes on Feminism," pp. 105-114.
Doris Lessing, The Golden Notebook.

Warren Farrell

American University
Fall, 1973

SEXUAL POLITICS:
THE POLITICS OF WOMEN'S AND MEN'S LIBERATION

Required Reading:

Amundsen, Kirsten, The Silenced Majority (Englewood Cliffs, N. J.: Prentice-Hall, 1971).
Farrell, Warren, "Guidelines for Men's Consciousness-Raising, Ms. Magazine, Feb. 1973.
Farrell, Warren, "Women's and Men's Liberation Groups: Political Power Within the System and Outside the System."
Gornick, Vivian and B. K. Moran, Woman in Sexist Society, (N.Y., Bantam Books, 1971).
Greer, Germaine, The Female Eunuch, (N.Y., Bantam Books, 1971).
Norton, Eleanor Holmes, Women's Role in Contemporary Society, (N.Y.: Discus Books, 1972).

Sept. 12
Overview of Course
Defining Political: the personal as political; the governmental as political; politics and political science
Overview of each area of course to give background for research projects

Sept. 19
Women's Liberation and Men's Liberation: the neglected connection;
Ways in which Women's Liberation Means Men's Liberation;
Myths about Women and Men
Reading: pp. 730-766, Norton
pp. 1-19, Amundsen

Sept. 26
Myths about Women; Institutional Sexism; The Masculine Value System
Reading: pp. 1-67, Greer
pp. 19-62, Amundsen
CHOICE OF RESEARCH TOPIC DUE

Oct. 3
The Development of Masculinity and Femininity
Readings: pp. 68-145, Greer
Chpt. 3, Farrell, Beyond Masculinity

Oct. 10
The Confines of Masculinity
Readings: Chpt. 4, Beyond Masculinity
OUTLINE OF RESEARCH TOPIC DUE FOR CONSULTATION WITH ME.

Oct. 17
The Family: Redefining Motherhood and Fatherhood
Reading: Chpt. 5, Beyond Masculinity

[Ed. note: "A Resource Guide for the Study of Men" is available for 25¢ from Dr. Joseph H. Pleck, 1319 Forest Ct., Ann Arbor, Mich. 48104.]

Oct. 24
Concrete Alternatives for Changing Societal Behavior and Personal Behavior; Review of plans for class projects
Readings: Chpt. 6 and 12, Beyond Masculinity

Oct. 31
First part of class: midterm; second part: reviewing midterm.

Nov. 7
Women's and Men's Liberation Groups: political power within the system system and outside the system
Readings: Farrell paper by same title

Nov. 14
Women in Politics
Possible guest lecturer: Doris Meissner, Director of the Women's Political Caucus
Readings: pp. 628-671, Norton
pp. 62-106, Amundsen

Nov. 21
Women, Men and the Law
The Equal Rights Amendment
Possible guest lecturer: Ann Scott and/or Jan Pitman Leebman
Readings: Ann Scott testimony, pp. 703-709, Norton
pp. 612-628, Norton

Nov. 28
Class Reports: Exchanging political experiences, obstacles and successes in relation to each of the projects. Draw hypotheses as to areas in which greatest change might occur and strategies likely to be most successful in accomplishing these changes.

Dec. 5
Class Reports continued;
The Politics of Consciousness-Raising: Men

Dec. 12
The Politics of Consciousness-Raising: Women's and Joint Groups
Readings: "Guidelines for Men's C-R," Ms. Magazine

Dec. 19
Final

Requirements: As the project for the class, research in depth one area of women's and/or men's liberation. Then develop a political strategy to bring about change in that area. Third, actually attempt to bring about one of the changes politically. For example, if you researched the need for a change in men's images in children's books, you might develop a strategy of getting children's book writers, publishers and distributors together to write, publish, and distribute books with new images. To bring the issue to the public's attention your strategy might include demonstrations, petitioning, letter writing campaigns, building alliances with sympathetic groups, etc. Organize one or two of these activities yourself to bring about the change. See Masculine Mystique Task Force letters for more examples.

Shelah Leader
Eagleton Institute of Politics
Center for the American Woman and Politics

Rutgers University
Spring, 1973

WOMEN IN POLITICS

The basic premise of this course is that American women are a powerless majority of the population. The purpose of this course is to explore the institutional and attitudinal reasons for female powerlessness and the available options for acquiring power. In this context, feminism will be examined as a political movement aimed at the acquisition of political power and influencing its use. As a political movement, feminism will be examined in terms of its ideology, organizational patterns, methods and patterns of recruitment and leadership, goal formation, and goal achievement. We will attempt to evaluate the effectiveness of this political movement as it is presently functioning.

Course requirements: Every student will be assigned a class report. A major written paper is due at the end of the course on the political relevance of some aspect of the women's movement. In some cases, students may wish to use their class report as the basis for an expanded paper. You are expected to attend every class session and come prepared to discuss the assigned readings. Required readings are starred*, but students are urged to read as much of the material as possible. This course is a group project, and everyone must participate to make it a success.

I. Women in the Political Process: Who Represents Women?

a) Martin Gruberg, Women in Politics (2 class reports).
*b) Kirsten Amundsen, The Silenced Majority.
*c) Emmy Werner, "Women in Congress," Western Political Quarterly, 19 (1966).
*d) Emmy Werner, "Women in State Legislatures," WPQ, (March 1968).
e) 3 class reports on women candidates in the 1972 election: N.Y. State Legislature; Shirley Chisholm's run for the Presidency; women in Congress.
f) 5 class reports on the repeal of the New York State abortion law: how did women influence the political outcome?
*g) Article on legislative assistants.

II. Patterns of Discrimination

A. Legal and Institutional
*a) Leo Kanowitz, Women and the Law.
b) American Women in 1963-1968: Report of the Inter-Departmental Committee on the Status of Women.
c) College Women Seven Years After Graduation: ReSurvey of Women Graduates - Class of 1957.

B. Ideological
a) Helen Deutsch, The Psychology of Women, Vol. I (1 class report).
b) Gunnar Myrdal, An American Dilemma, "A Parallel to the Negro Problem" (1 class report).

c) John Stuart Mill (Harriet Mill), On the Subjection of Women, (1 class report).
d) Simone de Beauvoir, The Second Sex (2 class reports).
e) Anne F. Scott, From Pedestal to Politics (1 class report).
f) 3 class reports on interviews with male and female students in dorms on attitudes towards women in politics and on the women's movement.
*g) Campbell et. al., The American Voter, pp. 250-265.
h) Teacher report on popular support for women in political office - poll data from the 1930's.
*i) Wells and Smeal, "Women's Attitudes Toward Women in Politics."
*j) Lynn and Flora, "Child Bearing and Political Participation: The Changing Sense of Self."
*k) Werner and Bachtold, "Personality Characteristics of Women in American Politics."

III. Forms of Political Activity Among Women

A. Ideological
*a) Betty Friedan, The Feminine Mystique.
*b) Marlene Dixon, "Why Women's Liberation?"
*c) Roxanne Dunbar, "Female Liberation as a Basis for Social Revolution."
*d) Shulamith Firestone, Dialectic of Sex.
e) Teacher report on changing attitudes of women as reported in recent polls.

B. Organizational
a) Warren Farrell, "Women's and Men's Liberation Groups" (2 class reports).
*b) Margery Lansing, "Sex Differences in Voting and Activism."
*c) Celestine Ware, Woman Power.
d) 3 class projects on the National Political Women's Caucus and its impact on the 1972 election. What did they achieve, what were its problems, what lessons can be learned?

C. The Case Study - Women Suffrage
*a) Eleanor Flexnor, Century of Struggle.
b) Andrew Sinclair, The Better Half (1 class project).
c) William O'Neill, Everyone Was Brave (1 class project).
d) Aileen Kraditor, Ideas of the Woman Suffrage Movement, 1890-1920 (1 class project).
e) Alan Grimes, The Puritan Ethic and Woman Suffrage (1 project).

Guidelines for researching projects: the following questions should be kept in mind while researching some aspect of feminism:
a) the analysis of the project and definition of goals
b) patterns and method of membership recruitment
c) patterns and methods of organization and leadership - how are internal decisions made?
d) mode of operation - goal implementation - how do they go about achieving their goals?
e) credibility - public image and legitimacy - who do they represent and how do they obtain an audience for their message?
f) your analysis of the group's political effectiveness and viability
g) recommendations for improving the political effectiveness, if any.

Mary Cornelia Porter
Political Science

Barat College
Lake Forest, Ill.
Spring, 1972

AMERICAN WOMEN AND AMERICAN POLITICS

The purpose of the course is two-fold: 1.) To provide additional information about, and insights into, the position of women in America; and 2.) to add to the student's understanding of American politics by examining political processes and institutions from the perspective of the status and aspirations of women. So thatthe course will reflect the impact of the current feminist movement, selections have been drawn, as much as possible, from materials made available since 1965.

For Purchase

Amundsen	The Silenced Majority, Prentice Hall (1971)
Lamson	Few Are Chosen, Houghton Mifflin (1968)
Thompson, ed.	Voices of the New Feminism, Beacon (1971)
_____	Harvard Civil Rights/Civil Liberties Law Review, Volume 6, no. 2 (March, 1971)

On Reserve

Flexner	A Century of Struggle, Harvard (1959)
Swisher	American Constitutional Development, Houghton Mifflin (1954)
Garraty, ed.	Quarrels That Have Shaped the Constitution, Harper (1966)
Morgan, ed.	Sisterhood is Powerful, Vintage (1970)
	Valparaiso University Law Review, Volume 5, no. 2, Symposium Issue (1971)
	Hearings on the Equal Rights Amendment, Subcommittee on Constitutional Amendments, 91st Congress, Second Session on S. J. Res. 61.
	The Education of Women for Social and Political Leadership: A Symposium, Southern Methodist Press (1967)
	Transaction (October, 1969)

I. The Problem Stated

* Friedan	"Our Revolution is Unique," Voices...
* Dunbar	"Female Liberation as the Basis for Social Revolution," Ibid.
* Cavanaugh	"A Little Dearer Than His Horse," Harvard CLLR (henceforth HCLR)
* Amundsen	Chapters 1-6

II. The History of the "First Movement"

* Cowley	"Pioneers of Women's Liberation," Voices...
* Flexner	A Century of Struggle

* required

III. The Meaning of Democracy

* Amundsen	Chapter 7
* Rossi	"Sex Equality: The Beginning of Ideology," Voices...
* Koontz	"Women as a Minority Group," Ibid.
* Chisholm	"Women Must Rebel," Ibid.
* Murray	"The Liberation of the Black Woman," Ibid.
* Lamson	Introduction
* Dagler	"American Women in Social and Political Affairs," Education of Women...

IV. Reform and the Constitution: The 19th Amendment and the Equal Rights Amendment

* Swisher	American Constitutional Development, pp. 691-703
* Dorsen and Ross	"The Necessity of a Constitutional Amendment," HCLR
* Emerson	"In Support of the Equal Rights Amendment," Ibid.
* Murray	"The Negro Woman's Stake in the ERA," Ibid.
* Freund	"The Equal Rights Amendment is Not the Way," Ibid.
* Kurland	"The Equal Rights Amendment: Some Problems of Construction," Ibid.
_____	"A Memorandum on the Proposed Equal Rights Amendment," Hearings on S.J. Res. 61, pp. 373-387
Ross	"Sex Discrimination and 'Protective' Labor Legislation," Ibid.

V. Federalism

* Freeman	"The Legal Basis of the Caste System," Valparaiso L.R., pp. 202-225 (henceforth VLR)
* Eastwood	"The Double Standard of Justice," Ibid.
* Seidenberg	"The Federal Bar v. The Ale House War," Ibid.
* _____	Reed v. Reed, 11-19-71 (advance sheets of Supreme Court Reports at Lake Forest College Library)

VI. The Congress

* Mink	"Federal Legislation to End Discrimination Against Women," VLR
* Lamson	Sections on Senator Smith, Congresswomen Bolton, Griffith, Mink, and Heckler
* Griffith	"Women and Legislation," Voices...
* Gehlen	"Women in Congress," Transaction (October, 1969)

VII. The Executive Branch

* Lamson	Sections on Esther Peterson and Ambassadress Anderson
* _____	"A Matter of Simple Justice: Report of the President's Task Force on Women's Rights and Resonsibilities," Hearings, pp. 754-792

VIII. The Judiciary

* Mason	"The Case of the Overworked Laundress," Quarrels...
* Freeman	"Legal Basis," VLR

* Siedenberg	"Federal Bar v. Ale House War," VLR
* Lamson	Section on Judge Motley
Schulder	"Does the Law Oppress Women?" Sisterhood is Powerful

IX. Political Parties and the Electorate

* Amundsen	"Sexist Ideology and Its Victims in American Politics," unpublished paper to be distributed
* Lansing	"Sex Differences in Voting and Activism," unpublished paper to be distributed

X. Interest Groups

* Farrell	"Women's and Men's Liberation Groups," unpublished paper to be distributed
* Freeman	"The Women's Liberation Movement: Its Origins, Structures, and Ideas," Hans Peter Dretzel, Recent Sociology IV: 1972
* Pullen	"The Educational Establishment: Wasted Women," Voices...
* Bird	"The Androgynous Life," Ibid.
* Daly	"Towards Partnership in the Church," Ibid.

XI. Public Policy and Public Opinion

* Freeman	"Legal Basis of the Caste System," VLR, pp. 225-236
* Amundsen	Chapter 8
* Thompson	"Forecast for Feminism," Voices...
* Glassman	"Women and the Welfare System," Sisterhood...
Schnall	"Women in the Military," Ibid.
Emerson et al.	"The Equal Rights Amendment," The Yale Law Journal, Volume 80, no. 5 (April 1971) available at LFC

Requirements

1. Keep a folder on materials which you think pertain to the course. Indicate where, in the syllabus, the material belongs, and why you included it. The materials might be clippings from newspapers and magazines, book reviews, or any other sources.

2. A report, either oral or written. Some suggested topics:

Historiography of the First Feminist Movement
Women's Interest Groups
Study of a Feminist Leader
The ACLU and Women's Rights Cases
Marxism and Feminism
The Politics of Day Care
The Equal Rights Amendment
Women in Local Politics
Feminism and Ethnic Politics

Joan C. Borod
Psychology

Case Western Reserve University
Summer, 1973

PSYCHOLOGY OF WOMEN AND ACQUISITION OF SEX DIFFERENCES

I. INTRODUCTION TO RESEARCH METHODOLOGY

Carlson, R. Understanding women: Implications for personality theory and research. Journal of Social Issues, 1972, 28:2, 17-32.

Weisstein, N. Kinder, Kuche, Kirche as scientific law... Psychology constructs the female or the fantasy life of the male psychologist. Boston: New England Free Press, 1968.

II. DIFFERENTIAL PSYCHOLOGY

A. The Psychology of Individual Differences

1. Group versus individual differences
2. Statistical analysis
   a. Descriptive and inferential statistics
   b. Statistical significance
3. Research design
   a. Strategies
   b. Reliability and validity
   c. Difficulties in research on sex differences

Anastasi, A. Differential psychology: Individual and group differences in behavior. Toronto: MacMillan Co., 1958, pp. 8-22 & 23-56.

Tyler, L. The psychology of human differences. New York: Appleton-Century-Crofts, 1965, pp. 500-508, & 17-37.

B. Sex Differences

1. Neglect of sex differences in psychological research
2. Methodology: overlapping index, variability, etc.
3. Biological and cultural factors: the interaction

Anastasi, op. cit., pp. 452-469.

Garai, J.E., & Scheinfeld, A. Sex differences in mental and behavioral traits. Genetic Psychology Monographs, 1968, 77, 246-268.

Tyler, L., op. cit., pp. 239-260 & 264-266.

C. Assessment of Sex Differences

1. Attitudinal measurement of sex-role stereotypes
   a. Masculinity/Femininity scales and observer ratings
   b. Critique of the validity and reliability of these methods

Anastasi, op. cit., pp. 488-492.

Mischel, W. Sex typing and socialization. In P.N. Mussen (Ed.), Carmichael's manual of child psychology: Volume II, NY: Wiley and Sons, 1970, pp. 4-18.

Tyler, op. cit., pp. 260-264.

2. Behavioral assessment of early sex-role development
   a. Is there a critical period for sex-role development???
   b. Sex differences in these behaviors:
      1.) Response to stimulation
      2.) Attachment
      3.) Vocalization
      4.) Response to mother
      5.) Style of play
      6.) Exploratory behavior
      7.) Effectance behavior
   c. Validity and reliability of these studies

Bronson, W. Exploratory behavior of the 15-month-old infant in a novel situation. Paper presented at Society for Research in Child Development, Minneapolis, April, 1971.

Goldberg, S., & Lewis, M. Play behavior in the year-old infant: early sex differences. Child Development, 1969, 40, 21-31.

Lewis, M. Sex-stereotypic behavior in infants: An analysis of socio-personal relationships. School Review, in press, 1-16.

Mussen, P.H. Early sex-role development. In N. Reeves (Ed.), Womankind: Beyond the stereotypes. Chicago: Aldine-Atherton, 1971, pp. 393-398.

D. Special Topic: Sex Differences in Cognitive Abilities as Related to Hemispheric Processing

Maccoby, E. Sex differences in intellectual functioning. In E. Maccoby (Ed.), The development of sex differences, Stanford: Stanford University Press, 1966, pp. 25-55.

III. PSYCHOLOGICAL APPROACHES TO THE ACQUISITION OF SEX-ROLE BEHAVIORS

A. Physiology

1. Hormonal-feedback system
   a. Endocrine glands
   b. Brain: hypothalamus and the anterior pituitary
   c. Gonadatrophic hormones: androgen, estrogen, progesterone
2. Measurement of hormonal levels

Hamburg, D., & Lunde, D. Sex hormones in the development of sex differences in human behavior. In Maccoby, op.cit., pp. 1-24.

3. Testosterone and aggressive behavior
   a. Explanation of the "bisexuality hypothesis"
      1.) neurological organization
      2.) behavioral activation
   b. Early sex differences in monkeys, guinea pigs, & hamsters

Harlow, H. The heterosexual affectional system in monkeys. American Psychologist, 1962, 17, 1-9.

Paup, D., Coniglio, L., & Clemens, L. Masculinization of the female golden hamster by neonatal treatment with androgen or estrogen. Hormones and Behavior, 1972, 3:2, 123-131.

Phoenix, C., Goy, R., Gerall, A., & Young, W. Organizing action on prenatally administered testosterone propionate on the tissues mediating mating behavior in the female guinea pig. In R. Whalen (Ed.), Hormones and Behavior, NY: Van Nostrand Reinhold Co., 1967, pp. 161-181.

c. Hormonal versus learning explanations of sex-roles
   1.) The androgenital syndrome
   2.) Hermaphroditism & sex of assignment by parents

Erhardt, A., Epstein, R., & Money, J., Fetal androgens and female gender identity in the early-treated androgenital syndrome. Johns Hopkins Medical Journal, 1968, 122, 160-167.

Hampson, J. L. Determinants of psychosexual orientation. In F. Beach (Ed.), Sex and behavior, NY: Wiley & Sons, 1965, 108-132.

Young, W., Goy, R., & Phoenix, C. Hormones and sexual behavior. Science, 1964, 143, 215-216.

Money, J., Hampson, J. G., & Hampson, J. L. Imprinting and the establishment of gender role. Archives of Neurology and Psychology, 1957, 77, 333-336.

4. The menstrual cycle
   a. Physiology
   b. Relationship between endocrine levels and psychological states (emotional, cognitive, and behavioral responses)
      1.) Periods during cycle
      2.) Pregnancy
      3.) Menopause
      4.) Oral Contraceptives

Bardwick, J. Psychology of women: A Study of bio-cultural conflicts. New York: Harper & Row, 1971, Chs. 2,5.

Francois, J., & Leuven, M. Sexual evaluation of female athletes. Journal of Sports Medicine, 1973, 3:4, 5-11.

Harris, D. V., Women in sports: Some misconceptions. Journal of Sports Medicine, 1973, 3:4, 15-17.

Scarf, M. He and she: The Sex hormones and behavior. The New York Times Magazine, 1972, 30-107.

Sherman, J. On the psychology of women: A Survey of empirical studies. Springfield, Ill.: C. C. Thomas, 1971, Chs. 1, 7, 9, 11.

Ramey, E. Men's cycles. Ms., 1972, 1:1, 8-15.

B. Psychoanalytic Theory
1. The Freudian theory of identification
2. Critique of the theory
3. Experimental attempts to validate the theory

Bardwick, op. cit., Ch. 4 (Psychoanalytic Theory).

Blum, G. S. A study of the psychoanalytic theory of psychosexual development. In D. L. Schaeffer (Ed.), Sex differences in personality: Readings, Belmont, California: Brooks/Cole Publishing Company, pp. 22-40.

Bronfenbrenner, U. Freudian theories of identification and their derivatives. Child Development, 1960, 31, 15-29.

Deutsch, H. Psychology of women. NY: Grune & Stratton, 1944.

Freud, S. The psychology of women. In New Introductory Lectures on Psychoanalysis, NY: Norton, 19-3, pp. 153-185.

Freud, S. Some psychological consequences of the anatomical distinctions between the sexes. In Schaeffer, op. cit., pp. 11-21.

Firestone, S. Dialectic of Sex. NY: William Morrow and Co. 1970, Ch. 3 (Freudianism, the misguided feminism).
Hall, D. A modest confirmation of Freud's theory of a distinction between the superego of men and women. In D.L. Schaeffer, op. cit., pp. 79-82.
Millett, K. Sexual politics. NY: Doubleday, 1970, Ch. 4, B.
Sherman, J., op. cit., Chs. 3, & 4.

C. Identification Theory
1. Kagan's theory
2. Cognitive dissonance reduction
3. Is there consistency in sex-role behavior?
4. Validation of the sex-labeling phenomenon in children

Kagan, J. Acquisition and significance of sex-typing and sex-role identity. In M. L. Hoffman & L. W. Hoffman (Eds.), Review of child development research: Volume I, NY: Russell Sage Foundation, 1964, pp. 137-168.
Kagan, J. The child's sex-role classification of school objects. Child Development, 1964, 35, 1051-1056.

D. Cognitive-developmental Theory
1. Kohlberg's theory of sex-role development
2. Competency drive (?)
3. Cognitive consistency strivings

Kohlberg, L. A Cognitive-developmental analysis of children's sex-role concepts and attitudes. In Maccoby, op. cit., pp. 82-172.

E. Learning Theory
1. Social Learning theory explanation of imitation/modeling according to Bandura and Mischel
   a. Observation learning
   b. Vicarious & Symbolic conditioning
   c. Self-reinforcement
   d. Generalization
   e. Model characteristics

Mischel, W. Sex typing and socialization. In Mussen, op. cit., pp. 18-60.
Wolf, T. A "field" experiment of live modeled sex-inappropriate behavior. Paper presented at EPA, Boston, 1972.

2. Operant conditioning theory
   a. Gewirtz and Stingle: generalized imitation response class as the basis for imitation
   b. Comparison of Bandura's social learning theory with G. & S.

Bandura, A. Analysis of modeling process. In A. Bandura (Ed.), Psychological modeling: Conflicting theories. NY: Aldine-Atherton, 1971, pp. 1-63.
Gewirtz, J., & Stingle, K. Learning of generalized imitation as a basis for identification. Psychological Review, 1968, 75:5.

F. Interpretation of imitation in light of psychoanalytic and social learning theory
1. Topics: resolution of the "Oedipal crisis," moral development, inferiority of women (?), identification with parents, characteristics of the model which enhance imitation...
2. An alternative paradigm (Lynn, 1966)

Lynn, D. B. The process of learning parental and sex-role identification. In Schaeffer, op. cit., pp. 41-49.

IV. THE PSYCHOPATHOLOGY OF WOMEN OR OPTIONS FOR WOMEN

A. The Psychopathology of Women
1. Statistics
2. Theory
3. Treatment

Chesler, P. Women as psychiatric and psychotherapeutic patients. Journal of Marriage and the Family, 1971, 746-759.
Chesler, P. Women and madness. NY: Doubleday & Co., 1972.
Broverman, I., Broverman, D., Clarkson, F., Rosenkrantz, P., & Vogel, S. Sex-role stereotypes and clinical judgments of mental health. Journal of Consulting and Clinical Psychology, 1970, 34:1, 1-7.
Fitzgerald, L. E., & Harmon, L. W. Counseling Women. The Counseling Psychologist, 1973, 4:1 (Whole Issue).
Plath, S. The Bell Jar, NY: Harper & Row, 1971.

B. The So-called Inferiority of Women as Perceived by Children, College Students, Therapists, etc.

Brown, D. G. Masculinity-feminity development in children. Journal of Consulting Psychology, 1957, 21:3, 197-202.
Broverman, I., Vogel, S., Broverman, D., Clarkson, F., & Rosenkrantz, P. Sex-role stereotypes: A Current appraisal. The Journal of Social Issues, 1972, 28:2, 59-78.
McBrayer, C. T. Differences in the perception of the opposite sex by males and females. In D. L. Schaeffer, op. cit., 56-61.
Rossi, A. Equality between the sexes: An Immodest proposal. In R. J. Lifton (Ed.), The Woman in America, Boston: Beacon Press, 1965, pp. 98-144.
Tyler, op. cit., pp. 266-272.

C. Low Self-esteem and Self-concept in Women

Goldberg, P. Are women prejudiced against women? In Schaeffer, op. cit., pp. 62-66.
Steinman, A., Levi, J., & Fox, D. Self-concept of college women compared with their concept of ideal woman and man's ideal woman. Journal of Counseling Psychology, 1965, 11:4, 370-374.

D. Avoidance of Success: Low Achievement Motication in Women
1. Matina Horner's Theory
2. Validation of the construct: behavioral indices, sex-role orientation, etc.

Horner, M. Toward an understanding of achievement related conflicts in women. Journal of Social Issues, 1972, 28:2, 157-176.

Horner, M. Femininity and successful achievement: A Basic inconsistency. In J. Bardwick (Ed.), Feminine personality and conflict, Belmont, Calif.: Brooks/Cole Publishing Co., 1970, pp. 45-76.

Makosky, V. Fear of success, sex-role orientation of the task, and competitive condition affecting women's performance in achievement-oriented situations. Paper presented at MPA, Cleveland, Ohio, 1972.

Morgan, S., & Mausner, B. Behavioral and fantasied indicators of avoidance of success in men and women. Paper presented at EPA, Boston, 1972.

E. Feminism

Cherniss, C. Personality and ideology: A personological study of women's liberation. Psychiatry, 1972, 35:2, 109-125.

Chesler, op. cit., Ch. 9 (Feminists).

Gornick, V. What are women really like: in search of feminist sensibility. Village Voice, 1973, 28:22, p. 21.

Firestone, op. cit., Ch. 2 (On American feminism).

Lipman-Blumen, J. How ideology shapes women's lives. Scientific America, 1972, 24-42.

Muniz, A. L. Femininity and feminism. Psychiatric Opinion, 1972, 9:5, p. 33 (plus Nigro's comment on page 35).

Rice, J. K., & Rice, D. G. Implications of the Women's Liberation Movement of psychotherapy. American Journal of Psychiatry, 1973, 130:2, 191-196.

F. Lesbianism

Abott, S., & Love, B. Sappho was a right-on woman. New York: Dean, 1973, especially Ch. 6 (Feminism and lesbianism).

Bengis, I. Combat in the erogenous zone. NY, 1972, Ch. 2.

Chesler, op. cit., Ch. 7 (Lesbians).

Kelley, J. Sister love... Family Coordinator, Oct. 1972.

Loney, J. Background factors, sexual experiences, and attitudes towards treatment in two "normal" homosexual samples. Journal of Consulting and Clinical Psychology, 1972, 38:1, 59-65.

Poole, K. The etiology of gender identity and the Lesbian. The Journal of Social Psychology, 1972, 87, 51-57.

Johnston, J. Lesbian nation. NY: Simon and Schuster, 1973.

Radicalesbians. Woman identified woman. Reprint, 1970.

COURSE REQUIREMENTS

1. SEMINAR PRESENTATION:
Topics chosen by students from or related to syllabus material
Presentation can take any form student desires
Additional material introduced during seminar is optional
Student and Joan will meet 2 meetings prior to seminar presentation to discuss format, readings, etc., in order to make extra assignments or hand out study questions to the class prior to presentation.

2. JOURNAL (an attempted synthesis of the subjective and objective, the personal with the public):
The journal should be an integration of reactions to the reading material, class presentations, class discussions with personal experience and reflection; information relevant to issues raised in the course, e.g. gleaned from the media, outside reading, past classes, lectures, films, etc., should be included when pertinent and illuminating. It should include:
(1) in the beginning.... reasons for taking this class; expectations for the course; goals; questions you'd like to see dealt with and/or answered and suggestions as to how this would be possible.
(2) at least one critical analysis of one experimental study each time the journal is submitted, i.e. 3 such evaluations incorporated in your complete journal (minimum length - 1/2 page). Write at least 3 pages per week, i.e. 18 minimum pages for the whole summer. Turn in every two weeks on Friday by 10:00 a.m. in order to insure Monday feedback.

3. CLASS PARTICIPATION:
That is, any way through class discussion that you can indicate verbally (or nonverbally, I suppose) that you have done the majority of the reading.

Joan Borod, Susan Dorsky,
Carol Hull, Ellen Keller

ONE COURSE EVALUATION: A STUDY IN COLLECTIVE PLANNING AND ACTION

[Ed. note: In June, 1973, there was a Women's Studies Evaluation Conference at Wesleyan University in Connecticut, designed to explore possibilities for evaluating programs and courses in women's studies. In September there was a follow-up conference in Bayesian statistical techniques. The evaluation group, coordinated by Sheila Tobias, is now preparing a proposal for a Ford Foundation grant to implement some of the ideas arising from the conference. For more details, see The Women's Studies Newsletter (Summer, 1973). Joan Borod and others at Case Western Reserve used the Bayesian method in evaluating her course in Psychology of Women, described in the preceding syllabus. The following article is an account of that work.]

[The four authors, all feminists and three with experience in teaching women's studies courses, are graduate students at Case Western Reserve: Joan Borod, Psychology; Susan Dorsky, Anthropology; Carol Hull, American Studies; Ellen Keller, English.]

Some fifty women, including three of us from CWRU, attended the first Women's Studies Evaluation Conference in June; about half had previously taught women's studies courses. Literature and the social sciences were heavily represented; there were no hard scientists. We came with questions about the value, even the possibility, of evaluating women's studies courses and programs. We wondered whether any measuring technique could isolate one class as the cause of change in a student. We questioned social science methodology, asking whether the quantitative measures were not merely the tools of the oppressor and thus bound to falsify the results we intuitively felt. We speculated about possible alternative methodologies.

As we listed the goals of women's studies courses, we realized the overwhelming expectations for both student and teacher: beyond teaching new facts, we wanted the courses to raise the self-acceptance and aspirations of our students, to encourage their active involvement in women's issues, to evolve new research methods and new classroom techniques, to alter the very nature of our disciplines. Success in achieving such aims would be difficult to measure, but their very scope made evaluation especially important. Their realization demanded excellent courses, and the improvement of our classes was the best reason for evaluation.

After outlining some difficulties of classical research design, Marcia Guttentag, Visiting Professor of Social Ethics at Harvard, presented an approach which might make course evaluation possible and useful. Her approach is, like all research strategies, an "information-destroying" process; it reduces goals and probabilities to numbers so that they may be compared. But this process seemed both flexible and practical. More traditional research design is based on assumptions which are difficult to fulfill in practice: large samples, random selection,

appropriate control groups; classical statistics uses probabilities based on certain assumptions about normal distributions (chance). This method uses Bayesian statistics, in which the probabilities can be personal, based on prior projections of the extent to which a particular goal will be met. Thus, this decision theoretic model, rather than trying to be objective (which the humanists present had pronounced impossible), makes bias explicit. An open system, the decision theoretic model, unlike classical methods, provides immediate feedback throughout the evaluative process and allows for variety in individual and group goals. The expansion and evolution possible within the decision theoretic approach seemed especially adaptable to the dynamics of women's studies classes and programs. On the whole, our expectations were realized.

The steps of this method, guides for our attempt at evaluation at CWRU, are outlined here:*

1. Clarify the goals to be achieved (here, class goals). Simply doing this with a class helps a teacher direct her course toward student interests and needs.
2. Rank goals in order of their importance. This step (and #3) can be done in several ways. Class or program coordinators can collectively decide the order, or they can keep individual lists. In our evaluation the students decided the goals and their relative importance.
3. Assign importance weights to the goals. The list of goals is translated into numbers showing their comparative importance. Steps #3 and #2 help make class priorities explicit.
4. Determine aspects of the program being evaluated (here, class methods). List these down one side of the GRID and list the goals across the top.
5. Estimate the likelihood that each method will achieve each goal on an arbitrarily-determined scale. These estimates are the prior probabilities that are plugged into the GRID. Multiply them times the importance number assigned to each goal to obtain "utilities"; the number quickly indicates how useful the evaluators expect each method to be in meeting the program goals.
6. Decide how to measure fulfillment of the goals. (!)
7. Measure them. The degree of success is translated into numbers the same way that the estimation of success was in Step 5. The actual contribution of each method to the realization of the goals is then compared to the prior estimates of success.
8. This information shows which methods are effective enough and which should be changed or dropped, and provides more accurate estimates for planning future programs.

Since students could actively participate in this process, it fit our wish for a student-centered, non-authoritarian classroom. It could provide some measure of course effectiveness and feedback during the course

* See Appendix for list of goals agreed upon and the GRID used by Joan Borod's class.

so that planning and evaluation could be a synonymous process. It could be designed and implemented collectively.

On the last day of the Wesleyan conference, Joan Borod decided to use the decision theoretic approach to evaluate her summer session course, "The Psychology of Women and Sex Differences," which began two days later. We three who had attended the conference called two meetings in Cleveland to explain the project and its implications to women who might be willing to share their time and expertise. Each meeting taught us something about the complex mechanics of collective action.

The first meeting was with the Women's Studies Caucus, a group of campus-affiliated women who had provided the impetus for women's studies courses and sponsored other activities forwomen. As this group drew up its own list of goals for women's studies, it polarized on what we later called the doctor-potter schism: whether to encourage students to be part of a sexist system, get power, and change it, or to approve their dropping out to find their own peace. Compulsively we kept debating whether the one was a sign of high aspirations or slavish acquiescence to societal values, whether the other was a sign of inner-directedness or of self-doubt. As feminists, our main concern was empowering women, giving them the ability to choose. We learned that a collective decision would have to be broad enough to include a range of possibilities, especially when working with women of varied class and socio-economic status.

A week later we met at the Women's Center with women from various disciplines to try to find women to help with the work and methods for measurement from other disciplines. This meeting raised conflict on both theoretical and emotional levels. The theoretical debate, again unresolved, was over methods of measurement: "scientific rigor versus sloppy subjectivism." And there was the inevitable skepticism about the value and methods of evaluation itself. We learned again about, if not the "tyranny" of, at least the difficulty of structureless groups; we resolved to make our agendas more explicit in future meetings.

But despite differing concerns, there had been general agreement about the aims for women's studies among the Wesleyan conference, the Women's Studies Caucus, our academic women's group, and the class. As a group of four now, we brainstormed productively to find methods to measure the degree to which these goals would be reached. We finally decided to base the evaluation on three items: the students' journals over time [See Syllabus, Course Requirements], tapes of each class session, and in-depth interviews to be taped at the end of the class.

The class itself was an active part of the evaluation process. It was their self-defined goals around which our grid and interviews were constructed. During the first week of class, students and the instructor stated their personal goals for the class and later, working collectively, determined group goals. These, ranging from vague to very specific, were typed up from the tapes of class sessions and later refined, ranked, and weighted by the students themselves. As this involved clarifying and defending personal priorities, it took a lot of class discussion time. Although

collective effort was part of the goals of the class, several students began to feel very strongly that evaluation interfered with its "real" business: studying the psychology of women.

During this time a number of experts from outside the group provided moral support and advice. Marnie Wheeler, CWRU developmental psychologist, helped refine methodology. Joanne Kaufman, head of a Cleveland research consulting firm, and Betty Mawardi, a social psychologist who does student evaluation at the medical school, were also consulted. Gene Wise, a professor of American Studies, advised us on the use of the journal; Bob Davis a CWRU sociology professor, helped design interview questions and discussed at length the lack of social/psychological theory to predict change resulting from class awareness. Annie Huston was doing her own course evaluation at Central Connecticut State, and Donna Shavlik at the University of Delaware sent us model questionnaires.

As the summer session came to a close, the evaluation group decided on the proper order for the questions of the interview. We thought seriously about making the questions projective and open-ended, but decided instead to keep them specific; we felt that feelings would naturally be expressed in a one-to-one interview, but we needed clarity in the questions and responses.

Our use of the interview as a primary measurement technique was seen originally as a compromise by some of us, as the best we could do given limitations of time, and our other commitments. Soon we began to view the interviews positively; we felt they would be a good tool, among other reasons, because they would be a positive experience for the students--an active contact, not just another questionnaire. After they were completed, we began to see the interviews themselves as interventions, more than a simple measurement of change, and, in that sense, a continuation of the class. Moreover, the "tool" turned out to be a positive experience for the researchers. Susan Dorsky writes:

> I was concerned about the possibility that the kinds of questions we were asking would lead to very personal responses. Students would be sharing deeply important feelings with us, and what would or should we be doing? This wasn't therapy or counseling. Was it politicizing? I think we came to feel that we should simply be supportive, in whatever way our different styles allowed, so that the students would feel good about the interviewing process. Terrible to show yourself deeply and be received with neutral deadpan. We also came to feel that we might be getting something out of the interviews too, but it's hard to capture in words. To be allowed to enter a person's deep inner world is a gesture on the student's part both of great strength and great trust. The students' strengths - did they come partially from the course? from new feelings about themselves as women? Their trust - was it a tribute to us as persons? or more likely, to us as feminists? or does it make sense to separate the two? Anyway, their responsiveness to the situation and the rapport that we were all eager to build were an unexpected return for our time and energy. We learned a lot about them, exchanged some ideas

with them, felt their and our need and desire for solidarity expressed concretely in these hour-long meetings between "strangers." It was as if a deep friendship had begun really fast--but of course it hadn't: it was just an interview, and then goodbye. But no one seemed to regret the contact.

After finishing the interviews, we met to evaluate the effectiveness of the questions. Later we put together an impressionistic report: a tape recording of the range of responses to the first interview question, "Do you perceive yourself differently now than before the class started?" This tape is available and has been effective in stimulating interest in women's studies.

The evaluation is not yet complete, much of the information is still being processed. But we have tabulated the students' estimation of the effectiveness of certain classroom methods in achieving the goals of the course; those results are recorded in the Appendix.

The inevitable question, of course, is,"Was it worth it?" With some reservations about the dangers of over-evaluation, the answer, on the whole, is yes. The process encouraged the class to articulate and refine its goals so that they were clear from the outset, though subject to change. And in teaching future courses of a similar nature, with a similar student population, we can apply what we have learned about the relative effectiveness of specific methods. For example, the results indicate that students' presentations were less helpful in achieving most goals than those by visiting lecturers. Such information would be used in the future, but not blindly and automatically. Rather, future classes would establish goals of their own; and, through discussions of the results in earlier semesters, would arrive at their own priorities and perhaps revise proposed teaching methods as well.

Use of the decision theoretic model in class evaluations, then, necessitates a continuous dialogue between students and instructors, allowing each class to answer the crucial question, "Why are we here?" in its own way, and to assess realistically the success of the course on its own terms. The process would be applicable to the evaluation of programs as well. Its greatest strength is that it makes of the class or program a genuinely collective endeavor--and though planning and acting collectively takes a great deal of time and emotional energy, it is finally a vital part of women's studies as of the women's movement as a whole.

APPENDIX: RESULTS

I. <u>The Class's Rank Order of Goals</u> (from most to least important):

1. To explore and break down sex-role stereotypes
2. To gain knowledge and understanding of oneself
3. To discuss and explore changes in childrearing, education, psychotherapy, and vocational counseling

4. To obtain new information re: sex differences and psychology of women
5. To relate class experience and discussion to the women's liberation movement and visa versa
6. To gain skills in critical evaluation of research
7. To develop new classroom techniques compatible with feminist ideas about collectivity

II. The Effectiveness of Each Classroom Method for Obtaining the Goals:

The following data illustrate one use of the GRID for assessing method effectiveness. Each number on the GRID represents the rank order (from 1-most effective, to 6-least effective) of the group means. Group means were obtained by combining and averaging the individual judgments of each class participant on the last day of class.

Please note: Since these data have yet to be analyzed for statistical significance, please be very cautious in any generalizations from our tentative results. We are merely presenting these findings to demonstrate how numbers can be plugged into the GRID. Our findings will be further analyzed and interpreted and made available in a forthcoming paper.

INSTRUCTIONS:

1. Give each method a score from 1 (Not at all) to 10 (Most) on how effective it was in attaining a given goal. You may use a number more than once for each goal.

2. Overall, how much was each goal met on a scale from 1 (Not at all) to 10 (Completely)? Please indicate your responses in the top row.*

Methods	New info.- psych. of sex roles	Sex roles: exploring, breaking down	Disc. child care, educ., therapy, craig.	Gain knowl. about self	Relate class to wom. movmt.	Gain skills in res., evaltn.	New classrm. techniques*	Comments
Journals	6	2	4	1	5	3		
Reading Material	1	3	5	4	4	2		
Lectures by Instructor? Guests?	1	2	3	4	3	5		
Own Class Presentation	1	3	4	2	5	2		
Class Disc. - personal experience	3	1	2	4	4	5		
Class Disc. - course content	1	1	2	4	3	3		
Lectures by Students	1	2	3	5	4	5		
Having been evaluated *								

*This column and row were not used in our final GRID because of redundancy.

Fay Terris Friedman
Psychology

D'Youville College
Buffalo, New York
June, 1973

PSYCHOLOGY OF WOMEN

TEXTS: Bardwick, Psychology of Women: A Study of Bio-Cultural Conflicts
_____, ed. Readings on the Psychology of Women

Readings marked * will be read and discussed by all. Peruse the other readings, to be used for class reports. [Ed. note: Additional recommended readings have been omitted for reasons of space.]

I. Psychoanalytic Theory
Bardwick, Ch. I; Readings, #36, #44, #45,#46, #47
Freud on Femininity, dittoed

Project: Interview a woman who has been in therapy and if you can gain her confidence, find out what the goal of therapy was for her and the therapist (they may be different), what gains were made, duration of therapy, sex of therapist, methods, etc. If you know, in addition, a man in therapy, compare the above.

II. Effect of Body States on the Psyche
Bardwick, Ch. II; Readings, #1,#25, #37, #81

Project: Find someone who has participated in a consciousness raising group, man or woman, and find out all about it. Plan one of your own and write out, in outline form, your plans: number of participants, objectives, frequency of meetings, problems which may arise, specific techniques, etc. Additional ideas can be obtained from Ms. Magazine, July 1972, March 1973.

III. Psychology and the Sexual Body
*Bardwick, Ch. III; Readings, #29, #38, #39, #42

Project: Do a content analysis of at least two popular women's magazines. Analyze concepts of body image, social roles, personality norms, family goals, etc. If time permits, compare with men's magazines and feminist journals, e.g. Ms.

IV. Psychosomatic Dysfunctions of the Female Reproductive System
*Bardwick, Ch. IV; Readings, #35, #40, #43

V. Differences between Male and Female Brains
*Bardwick, Ch. V; Readings, #2, *#9, #12-14

Project: Find a woman who has "made it" in the professional or "career" world. Ask her about her experiences in graduate or professional school. If she is in a "masculine" field, what is it like? If she has had to raise a family simultaneously, what is that like? What are her recommendations for women seriously pursuing a career?

VI. Sex Differences in Personality and Learning Ability
*Bardwick, Ch. VI; Readings, #5-7, *#28

Project: Interview a woman who is a member of a feminist organization and find out her chief motivation for joining. Is she an active member? What early experiences in her life could have molded her attitude toward feminism? What is the attitude of her male colleagues, husband, boyfriend, lover, about her involvement? What do her female associates and friends think about it? What are her feelings about the potency and survival of the feminist movement?

VII. Dependence, Passivity, and Aggression
*Bardwick, Ch. VII; Readings, #3-4, *#15, #31

Project: Observe groups of children at play in a school playground or on the street or in the park. Note: do boys and girls play together? At what age? Types of play, social interactions, physical activity involved, reaction to being observed, etc. Attempt to find out about differences in physical education programs in schools for youngsters of different ages, according to male-female breakdown. Is it realistic in terms of abilities and future needs?

VIII. Identification, Cross-Cultural Perspectives
*Bardwick, Ch. VIII; Readings, #26-27, *#30, #33-34

Project: Obtain some elementary school textbooks, readers. Do content analysis on social roles: boy/girl, man/woman, active/passive, productive/unproductive, strong/weak, popular/unpopular, intelligent/stupid, achieving/non-achieving.

IX. Ego and Self-Esteem
*Bardwick, Ch. IX; Readings, #8, #16, #18, *#19, *#20, #32

Project: Choose one of the following: a) Interview a person with an "alternative life style." Find out advantages, disadvantages, social and economic problems, etc. b) Write a story for a young person which would convey some of the current ways of thinking about sex roles, family, career, etc.

X. Motive to Achieve
*Bardwick, Ch. X, Readings, *#10, #11, #17, #24
This would be a good time to bring in any articles or books or whatever you would like to share with the group.

Project: Design a questionnaire to assess individual need for achievement. Administer questionnaire to 5 men and 5 women. Score and note similarities and differences. Use whatever statistical techniques you have at your command. If you care to, you may derive some correlations with attitudes toward changing sex roles and see if achievement needs are in any way related to such attitudes.

XI. Changes in Motives and Roles during Different States in Life
*Bardwick, Ch. 11; Readings, #21, #22, *#23

Project: a) Carl Rogers, M. Mannes and many other psychologists and sociologists are writing books about marriage and divorce, so you will not be hard put to find "authoritative" contemporary books on the subject. Everybody's getting into the act, so you might try writing one of your own; chances are it will top the best-seller list. OR b) Write a summary: what you have gotten out of this course--positive and negative, possible behavioral changes, change in "consciousness," awareness, experience--whatever term fits.

Annie Laura Huston
Psychology

Central Connecticut State College
Summer, 1973

PSYCHOLOGY OF WOMEN: ISSUES FOR THE SEVENTIES

Grades

The objectives in this course are (1) assimilation of appropriate knowledge and (2) skill in communication for transmission of acquired knowledge. Accordingly, grades will be based on satisfactory fulfillment of assignments and active participation in class. It is expected that all students will read the basic assigned readings indicated in the course outline and will participate in group discussions.

The criteria for a grade of "A" include

1. serving as a resource person two times for your group (except for chosen group leaders)
2. participation in awareness training and discussion of films and assigned readings
3. preparation of a film card-index file
4. completion of two book reviews
5. preparation of a research paper (written and oral)

For a grade of "B" a student must meet criteria 1, 2, 3, 4. For a grade of "C" a student must meet criteria 1, 2, 3.

Texts

Bardwick, Judith M. Psychology of Women. New York: Harper & Row, 1971.
Bardwick, Judith M. (ed.). Readings on the Psychology of Women. New York: Harper & Row, 1972.

Course Outline

1. Introduction
   Mrs. Janice Trecker, Historian, "Some Perspectives on Women"

2. Physiological Considerations
   Bardwick, Psych. 22-26; 33-39; 83-89
   Films: "After the Vote: Notes from Down Under"
   "Goodbye Lyn"

3. Women: Their Bodies and Identity
   Psych. 49-69; 154-166
   Films: "Barnet the Child"
   "Childbirth"

4. Psychoanalytic Theories
   Psych. 5-20
   Film: "Sometimes I Wonder Who I Am"

5. Developmental Theories--Social Learning and Cognitive
Psych. 90-95
Film: "Growing Up Female"

6. Developmental Differences in the Sexes
Infancy: Readings 18-22; 30-34
Adolescence: Readings 44-48
Pregnancy: Readings 246-251; 277-284
Films: "Anything You Want to Be"
"Woo-Who--May Wilson"

7. Cognitive Functioning
Psych. 95-98; Readings 58-62; 62-67; 68-71
Films: "Betty Tells Her Story," "Andromeda," "Home Movie"

8. Achievement Motivation and Theory
Psych. 167-187; Readings 72-82
Film: "How to Make a Woman"

9. Women and Marriage
Psych. 210-216; Readings 119-124; 125-127
Films: "We Do, We Do," "War of the Eggs"

10. Women and Marriage (Continued)
Readings 156-163; 259-262
Films: "The Story of our Baby," "Those Who Mourn," "Nell and Fred"

11. Cross-Cultural Perspectives
Readings 205-209; 231-235; 235-242; 178-181; 218-230
Films: "Black Women," "Do Blondes Have More Fun?"

Women in Education
Dean Jewel Cobb, Connecticut College, New London

Reactors: Ruth Thompson, Executive Director, YMCA, Hartford; Carrie Perry, Executive Director, Amistead House, Hartford; Frances Roberts, Chief, Mental Health Education, Connecticut Department of Mental Health

12. Mental Illness in Women
Readings 134-143; 307-314; 320-324; 284-292
Films: "Waiting," "A Case of Suicide" or/and "Secret Life of Sandra Blain"

13. Legislative Issues for Women
The Honorable Audrey Beck, State Representative--54th District
Film: "Women's Lib--from what--for what?"

14. Women in Community Action
Jan Peterson, Ph.D., Psychologist, Poverty Programs' Director, New York City (New Feminist Talent Associates, NYC)
Judy Pickering, State Coordinator, National Board Member, NOW
Film: "Abortion at Will in the 1st 12 Weeks"

15. Family Strategy: Day Care Centers
Trudy Johnson, Chief, Day Care Division, State of Connecticut, Department of Community Affairs

Planning Social Change Within an Organization
Gloria Jean Gery, Manager, Equal Opportunity Program Development, Corporate Social Responsibility Department, Aetna Life and Casualty, Hartford
Film: "ChildCare--People's Liberation"

16. Employment Opportunities for Women in Business
Mr. Paul Farnham, Vice-President, Personnel Head, Conn. Bank and Trust. Co.
Films: "Day Care Today," "Never Underestimate the Power of a Woman"

17. Women and the Law
Attorney Marilyn P. Seichter, Women vs. Connecticut Attorney
Film: "It Happens to Us"

Reactors: Rozalyn Putnam, Ph.D., Sociologist, University of Hartford; Ann Wuerscher, Director, Family Planning, New Britain General Hospital; Ann Bandazian, President, Central Connecticut NOW

18. Women in Religion
The Rev. Elsie Gibson, Minister, United Church of Christ (Additional representatives of religion from the Catholic and Jewish faiths to be announced)
Women in Social Work
Elizabeth Pinner, Ph.D., Head, Community Organization Sequence, School of Social Work, University of Connecticut.
Film: "Included Out"

19. Women in Schools
Marie Guston, Ph.D., Asst. Superintendent of Schools, New Britain

Reactors: Josephine Beebe, Professor of Counselor Education, Central Conn. State College; Renee Windmuller, Graduate Student, Central Conn. State College; Bee Wood, Reading Specialist, Hartford Board of Education

20. Making Career Choices
Prof. Jack Veiga, School of Business Administration, University of Conn.

Getting Started in a New Career
Marjorie Bennett, former Director of Counseling Center, Hartford College for Women
Film: "Joyce at 34"

21. The Female Film Producer
Amalie R. Rothschild, Film Producer-Director, Anomaly Films, NYC

22. New Directions for Women: Choices for the Future
Wesleyan University Psychologists: Lorraine Brush, Alice Gold, Sara Winter

Where Do We Go From Here?
Annie Laura Huston, Workshop Director

Jean Dowdall
Sociology

University of Indiana
Spring, 1973

CURRENT SOCIAL ISSUES AND PUBLIC POLICY: SEX INEQUALITY

In this course, we will be concerned with the relationship between sexual status and public policy. We will spend most of our time considering the present situation--describing the relative conditions of women and men, trying to understand them, and analyzing the effects of existing public policy (or the absence of policy) on them. However, we will also try to establish goals toward which to work in this area, and consider which policies might bring us closer to those goals; in this context we will consider the status of women and men in societies which have consciously tried to change it.

Course Requirements

Everyone must have three grades in order to complete the course. These can be based on the three exams or on two exams and one paper. If one of these grades should be extremely low, you will also have the option of writing a short (5 page) paper on an assigned topic and letting the grade on this paper replace the low grade. This option will be discussed further in class.

This is a course which deals with ideas which are both complex and personally meaningful. There will be small section meetings to allow an opportunity for further discussion of the issues raised in class and in the reading. Each section will meet every other week, although you may come each week if you like. In other words, each person should attend 3 classes one week and 2 classes the next.

Books

Kirsten Amundsen, The Silenced Majority
Nona Glazer-Malbin and Helen Youngelson Waehrer, Woman in a Man-Made World
Shulamith Firestone, The Dialectic of Sex
Vivian Gornick and Barbara Moran, Woman in Sexist Society

Schedule of Topics and Readings

Week 1: Social science and policy formation--what has their relationship been, what should it be?

Peter Rossi, "No Good Idea Goes Unpunished" in Zurcher and Bonjean, Planned Social Intervention,
Wm. Ryan, Blaming the Victim, pp. xi-xv, 3-29and 112-129.
Alice Rossi, "Sex Equality: The Beginnings of Ideology" in Thompson, Voices of the New Feminism.

Week 2: Perspectives on the status of women and men--historical, comparative, demographic, theoretical.

Glazer, pp. 1-12 (General Perspectives), 39-52 (Hacker, Mitchell), 100-118 (Engels, Gough).

Weeks 3-4: Sex inequality and the economy.

Amundsen, chs. 1-3.
Glazer, pp. 119-28 (Benston), 187-93 (Pyun), 203-27 (Fichter, Gubbels, Pietrofesa, Fuchs), 235-7 (Gray), 265-71 (Facts).

Dean Knudsen, "The Declining Status of Women" in Epstein and Goode, The Other Half.
Congressional Record, Feb. 17, 1972, "How Ma Bell Discriminates," pp. E1243-1258.
Elinor Langer, "Inside the N.Y. Telephone Company" in Wm. O'Neill, Women at Work.
Laws on sex discrimination in employment (Govt.docs.)--focus on pp. 14-16.

Week 5: Sex inequality and power.
Amundsen, chs. 4, 5, 7, and pp. 42-52.
Glazer, pp. 245-53 (Introduction, Babchuck), 272-3 (Lampman).

Week 6: Previous topics concluded and review for exam.

Week 7: Sex differences: biological and cultural foundations.
Amundsen, ch. 6 and pp. 1-7.
Glazer, pp. 53-61 (Introduction, Freud), 68-73 (Marmor).
Broverman, et.al., "Sex Role Stereotypes and Clinical Judgments of Mental Health."
Estelle Ramey, "Men's Cycles," Ms., Spring 1972.

Week 8: Sex roles: What they are, how they are acquired?
Glazer, pp. 79-88 (Cohen), 96-9 (Goffman).
Naomi Weisstein, "Psychology Constructs the Female" in Gornick and Moran.
Marjorie U'Ren, "The Image of Women in Textbooks" in Gornick and Moran.
Matina Horner, "Fail, Bright Women" Psychology Today, Nov. 1969.

Week 9: The institutions of marriage and the family.
Glazer, pp. 129-41 (Introduction), 168-82 (Parsons, Berger)
Jessie Bernard, "The Paradox of the Happy Marriage" in Gornick and Moran.
Jacquelyn Jackson, "But where are the men?" The Black Scholar, Dec. 1971.

Week 10: The internal dynamics of American families.
Glazer, pp. 142-63 (Talmon, Levinger), 289-91 (Mainardi)
Lee Rainwater, And the Poor Get Children, ch. 5.

Week 11: Childbearing, childrearing and parental roles
Pauline Bart, "Depression in Middle-aged Women" in Gornick and Moran.
Kingsley Davis, "Population Policy: Will Current Programs Succeed?" Science, Nov. 10, 1967, pp. 730-9.

Week 12: Previous topics concluded and review for exam.

Weeks 13-14: Toward sex equality: can public policy influence the extent of inequality?
Alice Rossi, "Sex Equality," in Thompson, Voices of the New Feminism.
Glazer, pp. 275-88 (Introduction, Platform, Millett), 238-44 (Moran).
Bosmajian, This Great Argument (debate on the Equal Rights Amendment), pp. 199-255.
Virginia Olesen, "Notes on Cuban Women," in Epstein and Goode, The Other Half.
Shulamith Firestone, The Dialectic of Sex.

Week 15: Previous topics concluded and review for exam.

J. Gillespie
Sociology

Drew University
Spring, 1973

THE SOCIAL LOCATION OF WOMEN

Required Books:

1. Feminism: The Essential Historical Writings, ed. Miriam Schneir
2. Woman in a Man-Made World: A Socioeconomic Handbook, ed. Glazer-Malbin and Waehrer
3. The Other Half: Roads to Womens' Equality, ed. Epstein and Goode
4. Woman in Sexist Society: Studies in Power and Powerlessness, ed. Gornick and Moran

Course Requirements:

1. Class attendance is compulsory and a requirement of this course.
2. Class participation in discussion groups (assigned and continuing through the term) is also compulsory and a requirement. This is not a sit-and-listen course.
3. There will be frequent written assignments, in the nature of reaction-papers to the readings.
4. Course grading will be based on the above, and on two special written assignments:
   a) Letter to Friedrich, described below.
   b) Term paper, described below.
5. There will be no reading-tests per se; rather the comprehension and involvement with the materials will be measured by the weekly reaction papers, discussion participation, and the term project.

Organization of the Course:

The readings and discussion will be organized around four main topics. These are, broadly,

A. The Properties of Sexism; what is it; how do we discern it; sources, norms, social skills, organization, values which uphold it; the religious underpinnings, the economic underpinnings, the psychological underpinnings; patriarchal society as western industrial social organization.

B. Location or Social Position of Women; how do we learn it; who defines it; socioeconomic factors and the double standard; institutional anti-feminism; socialization in very young children, starting with toys, picture-books, schooling experiences, up through college aspirations for males and females; world of work and sexist factors.

C. Feminine Mystique, Masculine Mystique; the hero (male); the princess; the active/passive; the psychological construction of the female; the making of a rapist; internalizing social valuations; sex as power process; domination, force, physicality.

D. Evolution/Revolution in the Social Consciousness; changing roles of men and women; politicization of female awareness; examination of patterns of response to inequality; potential impact on the social order; knowing and identifying the "double bind."

[Ed. note: The specific reading assignments are omitted because of space limitations.]

Description of Papers:

a) letter to Friedrich:
Read the excerpted essay by Friedrich Nietzsche (1844-1900). Accepting the fact that he lived in the age of great women-haters and himself excelled at the sport, think about his attitudes, both petty and cosmic... how does it strike you, ring bells in what you have heard or felt, how do you agree or disagree, how does it fit or disagree with your own experience of life thus far? (Dismissing it totally is not acceptable - too glib and superficial a response.)

Write a one-page letter to him and the class, reflecting the questions above; it is a chance to reflect on your own socialization to this point, and will give the class a chance to know this aspect of you. These "letters" will be the basis of getting acquainted in the small groups, and where possible, will be read aloud to the larger class for reaction.

b) Term paper or project:
The object of this paper is to produce a set of studies, historical or analytic, which will be collected, "published" by mimeo or xerox in a "book," and established as part of the Women's Studies Collection at Drew. That means standards of care in selecting topics, expression, and thought process...it does not include volume per se. The page-limit size should be 5-8 pages, no more. Concision helps clarity.

Categories for Paper:

I - Historical

Since only a section of the course can go into any depth on some of the important people in relationship to women's social location, take one of the significant people listed in Feminism and do a sociological study of his/her background - including social class influences, attitudes toward power and authority, educational and professional factors in her home, aspirations, even the moment she had the "click" of consciousness about the female role.

Or take a virulent anti-feminist, male or female, and do the same kind of analysis. The only criterion here, after you convince me of the validity of this as a research paper, is the kind of material you will be using as resource...remember it is a sociological study, not just a literary analysis.

II - Analytic

Take an issue, or a group, which will bear analysis in the categories of "sexism" as developed in the course. Suggested possibilities (the list is endless, but must be approved by consultation with instructor):

a. interview a sample of married students/older married couples/young couples with children about "division of labor" in their family; changed over time?

b. images of women in medical literature (medical texts, magazines)

c. review "Women and Madness" by Chesler, supporting or disputing with additional studies in journals presently in library

d. treatment of women in the law and judicial processes

e. status of women analysed in given mass media item, e.g. Cosmopolitan, newspaper, t.v. series, movie such as "Diary of a Mad Housewife," etc.

f. analysis of "attractive" and "ugly" women's roles

g. describe and analyze role of women in a particular religion, religious group

h. examine literature on women in a particular occupation...e.g. secretary, physician, factory worker, etc. Interview and compare self-definition with literary definition.

i. career aspirations of young boys/girls, college-contemporaries; implications of social class, race, religion - either a library study or a field study would be appropriate here

j. interview women in definitions of self and management of the "sex object" role
   or interview men on how they manage relationships with women as sex objects
   or analyze writers, newsmen, columnists, literary critics in relation to the idea of women as "sex objects"

Joy Ann Grune
Sociology

University of Pittsburgh
1972-1973

FEMINISM AS A CONTEMPORARY SOCIAL MOVEMENT

Problem definition: Contemporary social movements in modern countries, particularly those in the U.S., can only be partially explained through the use of existing models. Our "theories" about social movements do not show enough concern with many of the most striking and seemingly important characteristics of the Black, Youth, Gay, and Feminist Movements. All of these, but the Feminist case most clearly, are strongly involved in cultural change and identity re-definition. Unfortunately, most of the existing literature in the field offers a socio-structural analysis of movements that does not deal adequately with the role of symbol systems and their relationships to identity. This course attempts to (1) develop a cultural perspective that complements the traditional structural approach to movements, and (2) apply it to the emergence and growth of the Feminist Movement.

I. Empirical description: The Feminist Movement (3 weeks)
   - A. Historical context: the Black and Youth Movements
   - B. Feminist Movement
   - C. Common orientations and structures of the three movements

II. Traditional approaches to the study of social movements (3 weeks)
   - A. Overview of state of the literature (Blumer, Heberle, Smelser, etc.)
     1. Definitions
     2. Ideology, strategy, and tactics
     3. "Causal models"
     4. Types of movements
     5. Organizational structures
   - B. General conceptual problems
     1. Stress-strain assumption
     2. Social movements and collective behavior
     3. Social movements and social change
   - C. Inadequacies
     1. Neglect of link between ideology and identity
     2. Underemphasis of cultural aspects of movement development

III. Toward a cultural approach (4 weeks)
   - A. Contributions of anthropology (Geertz, Wallace)
   - B. Contributions of psychology (Cantril)
   - C. The reality constructionist perspective

IV. Feminism as a social (and cultural) movement (5 weeks)
   - A. Origins : cultural and psychological inconsistency
   - B. Ideology as a symbol system

1. Process of emergence
2. Nature of the explanatory model

C. Identity
1. Individual
2. collective

D. Organizational forms

Readings:

Feminist Movement:
Readings from:
Didion, "The Feminist Movement"
Firestone, The Dialectic of Sex
Freeman, "Women's Liberation Movement"
Millet, Sexual Politics
Morgan, Sisterhood is Powerful
Rossi, "Sex Equality: Beginnings of Ideology"
Salper, Female Liberation

Youth Movement:
Readings from:
Kenniston, Youth and Dissent
Eisenstadt, Generation to Generation
Roszak, Making of a Counter Culture

Black Movement:
Readings from Carmichael and Hamilton, Black Power

Social Movements:
Smelser, Collective Behavior
Readings from:
Geertz, "Ideology as a Cultural System"
Gusfield, "Social Movements"
Turner, "The Themes of Contemporary Social Movements"
Wallace, "Revitalization Movements"
Westheus, Society's Shadow

Verna Hamilton
Women's Studies College

State University of New York,
Buffalo
1973-1974

BLACK MATRIARCHY

The purpose of this course, a workshop on Black Women's Studies, is to explore the lives of black women from a black perspective. To explore the myths of the Black Matriarchy lifestyle from a woman's view and finally to fuse the black female into a productive individual who understands that being both black and a woman, as Shirley Chisholm points out in her article "Racism and Antifeminism," is a good vantage point from which to view at least two elements of what is becoming a social revolution: the American Black Movement and the Women's Liberation Movement.

Black Matriarchy belongs in Women's Studies College for many reasons. First, it is not just about women, it is for women. This course can also contribute to the growth of Women's Studies College, for, by introducing women's issues within the framework of a cultural style which will be more readily accepted by its students, the course will attract more black women to become more active in various aspects of the College.

The course will begin by reading Robert Staples' book, The Black Family; essays and studies will contribute to the exploration of the black woman and her family. According to the expertise on the black family the black male is harshly exploited by the Black Matriarchy. Many black mothers, they report, express an open preference for girls. This is confirmed by a white psychologist, described as devoid of any racism, who states that black males have an inordinate hatred for their mothers. Although there are research studies that reveal no sex role preference on the part of the mothers, it appears that the practitioners of white social science have not been content with pitting husband against wife but also wish to turn sons against mothers, brothers against sisters. The evidence for these assumptions is not only flimsy but in some cases non-existent.

The question before us now is: how much power do black women really have and how is it exercised? Power is commonly defined as the ability to dominate others, to compel their actions even against their wishes. The question: are we a Matriarchal society? We will attempt to answer it in this course.

Readings:
The Black Family, Robert Staples
The Negro Family in the U.S., E. F. Frazier
Problems of Women's Liberation, Evelyn Reed
Research on Black Women as Heads of Family, Lucy Burney
Lessons from the Damned, by the Damned

Celia Medina
Social Work, New College

San Jose State University
Fall, 1973

LA CHICANA IN THE UNITED STATES: AN OVERVIEW

This course is designed to provide students with both a historical overview of the Mexican-American woman in the United States and her contributions to the society. An understanding of this historical perspective provides a context for the psycho-historical identity for the Chicana in the present day.

Required Texts

Baum, Willa K. Oral History for the Local Historical Society. American Association for State and Local History: Nashville, 1971.

Gamio, Manuel. The Life Story of the Mexican Immigrant. Dover Publications: New York, 1971.

Valdez, Luis and Steiner, Stan (editors). Aztlan: An Anthology of Mexican-American Literature. Vintage Books: New York, 1972.

Objectives for Course

1) to develop an appreciation of oral history as a means of dialogue with older members of their family;
2) to develop the skills necessary to conduct an oral history project, i.e.: develop a questionnaire, interview subject and edit the transcribed interview;
3) to appreciate and utilize oral history as a means of finding one's identity as a member of a minority group, particularly as a woman;
4) to gain an understanding of the contributions Mexican-American women, as well as other Latinas, have made to the United States society;
5) to develop insight into the changing role of the Chicana, intergenerationally;
6) to identify the economic and social problems facing the Chicana of today.

I. What is Oral History? Discussion. Sharing of some of our own personal history, as minority women of Latin ancestry. (Not all class members may identify as Chicano.)

II. Development of further identity of selves in looking for our ancestry in Mexico. Use of map to identify cultures in Mexico where we might have come from. Archaeological Map of Middle America: Land of the Feathered Serpent, Published by National Geographic Society, October, 1968.

III. Development of further identity of selves in looking for our ancestry. Modern Map of Mexico. Music of Regional Mexico--Tarascan, Norteno, from Isthmus, Veracruz, and Yucatan.

IV. Cultural Diversity within Latino Groups, as well as Mexican in the U.S. Where do the Mexicans immigrate to, in the U.S. and why? Discuss representation of Chicanos.

V. Differences in Perceptions of Role of Women Depends on Immigration and Migration History. Local professional Chicana talks about her present role in city government, and the changes in perception of Chicana roles in the last several years.

VI. Changes in Perception of Women's Roles. How does this come about? Can there be man-woman dialogue? What historical roles has the Chicana assumed? What implications does it have for today's world?

VII. Chicana Roles as identified by Women Writers.
Rincon, Bernice, "La Chicana, her role in the past and her search for a new role in the future." (Unpublished paper) October, 1971.
Oeste, Marcia, "Mujeres Arriba y Adelante," La Luz, Denver, May 1972.
Longeaux y Vasquez, Enriqueta, "The Women of La Raza," in Aztlan, edited by Valdez and Steiner, pp. 272-278.

VIII. Chicana Roles as Identified by Chicano Writers.
Villareal, Jose Antonio, Pocho, Doubleday; Barrio, Ray, The Plum plum Pickers.

IX. Chicanas in other Societal Roles: Student, Wife, Employed Woman, Counselor, Teacher. Local Chicana in program to recruit older minority women into college talks about issues confronting her in recruiting and working with students in the program.

X. Discussion of Questionnaire. Questions which students may wish to include are: usage of Spanish surnames, parents having been born in the United States and returning to Mexico, and the implications of these returns to Mexico. Discussion of the social forces which determine migration and immigration.

XI. Continuation of Questionnaire.

XII. Other Latin American Groups as Part of the Society. Contribution of Latin-American Women, including Puerto Rican Women, to the society and their history.

XIII. Common themes in the history of both Chicanas and Latinas. Discussion of interviews completed over Christmas vacation. Common themes between "younger" Chicanas and "older" Chicanas.

XIV. Further presentationof interview which students wish to share with one another. Continuation of discussion of common themes.

XV. Evaluation of course. Did it accomplish what it set out to do? Does student feel an interest in pursuing the development of a family oral history project, a particular ethnic group in a particular place, e.g. of Chicanos in San Jose, of Chicanos from Zacatecas in San Jose, etc.

[Ed. note: An additional syllabus on La Mujer Chicana from the women's studies program at the University of New Mexico arrived too late to be included.]

Karen Vender Ven
Child Development and Child Care

University of Pittsburgh
Spring, 1973

CHILD CARE AND THE CHANGING ROLES OF WOMEN

This course will encompass the evolving changes in women's roles in society and their relationship to child rearing practices, to modalities or programming for care of children, and to the implications of the feminist movement for enhancing the personal development of children and women. Specific areas covered will include aspects of the mother-child relationship, role of men in child care, past and contemporary patterns of child rearing, characteristics of contemporary programs of substitute child care (i.e., day care), issues and problems in developing and sustaining child care services.

Required Texts:

L. Dittman: Early Child Care: The New Perspectives
J. Bardwick: Readings on the Psychology of Women
S. C. Callahan: The Working Mother

highly suggested:
Alternatives in Quality Child Care (Day Care and Child Development Council of America)

Course Requirements:

A. There will be one written project organized around a pertinent interest area of the student. Suggestions include:
- preparation of a "position" paper reflecting student's viewpoint on a related issue;
- Critical review of a segment of literature;
- substantial proposal for change in current practice.

B. There will be one take-home examination covering the substantive content of the course.

C. Class attendance and participation in discussions are required.

Course Outline:

I. Child care and the new Feminist Movement - outline of major issues

II. Historical evolution of child rearing practices - changing views on children, child rearing and family life.

III. Comparison of contemporary styles of child rearing and family life - nuclear family, extended family, communal living, styles of child rearing in other countries.

IV. Basic issues in early child care - the significance of early experience, cause and effect in child care, individual factors modifying the impact of early care

V. The mother-child relationship (I) - the "maternal deprivation" issue and its reconceptualization, the concept of maternal over-protection, the mother and infant care

VI. The mother-child relationship (II) - isolation in contemporary child rearing and its effects on mothers, fathers and children; the concept of "multiple mothering"; role of extra-familial persons in early child care

VII. Socialization of sex roles - the culture-biology issue: boy-girl differences in societal expectations and their effect on behavior; sex role education for girls and its relationship to adult roles

VIII. The adult woman and her identity - the working mother; work and female identity; maternity and female identity; reconciling maternity and work in today's society

IX. The role of men in child care - fatherhood; relationship of males to developmental processes in children; men as child care professionals; effects of male participation in child care

X. Contemporary substitute child care (I) - infant and toddler care; family day care; models of new programs; problems and issues

XI. Contemporary substitute child care (II) - preschool and after school day care; curriculum design, philosophical bases and issues; role of parents

XII. Day care centers - special issues: funding, legislation, licensing, problem of day care resources

XIII. Integration - new models for women and child care

Supplementary Bibliography: A variety of viewpoints on each issue is represented in the following list: [Ed. note: Portions omitted for reasons of space.]

History of the Family and Child Rearing Practices
Chess, Thomas, and Birch: Your Child is a Person
H. P. Dreitzel: Family, Marriage and the Struggle of the Sexes
Women's Role in Contemporary Society (Report of New York City Commission on Human Rights)
J. L. Despert, M. D.: The Emotionally Disturbed Child
M. H. Farnham and F. Lundberg: Modern Woman: The Lost Sex
P. Aries: Centuries of Childhood: A Social History of Family Life
P. Wylie: Generation of Vipers
E. Strecker: Their Mother's Sons
D. Riesman: The Lonely Crowd
Ruth Sidel: Women and Child Care in China

Parenthood and Early Child Care Practices: Needs of the Young Child
E. James Anthony (ed.): Parenthood
J. Bowlby: Attachment and Loss, volume I
M. Bibble: The Rights of Infants
Ainsworth, "Patterns of Infantile Attachment to Mother," in R. Bergan (ed.): Children's Behavior
J. Bowlby: Child Care and the Growth of Love
R. Spitz, "Hospitalism: An Inquiry into the Genesis of Psychiatric Conditions in Early Childhood," Psychoanalytic Study of the Child, vol. 1, 53-74
W. Goldfarb, "Effects of Psychological Deprivation in Infancy and Subsequent Stimulation," American Journal of Psychiatry, 1945, 21, 3-48
H. Rheingold, "The Modification of Social Responsiveness in Institutional Babies," Monogr. Soc. Res. Child Development, 1956, 21, 3-48
J. Gewirtz, "The Role of Stimulation in Models for Child Development," in L. Dittman (ed.): Early Child Care
"The Nature of Nurture," in Nancy Reeves (ed.): Womankind: Beyond the Stereotypes
E. Maccoby and S. Feldman: Mother Attachment and Stranger Reactions in the Third Year of Life (monograph of the Society for Research in Child Development)
L. Yarrow, "Maternal Deprivation: Towards an Empirical and Conceptual Re-evaluation," Psychol. Bull., 58, 1961, 459-490
S. Provence: Infants in Institutions
S. Provence: Guide for the Care of Infants in Groups
Deprivation of Maternal Care: A Reassessment of its Effects (Public Health Papers, World Health Organization, Geneva)
V. Denenberg (ed.): Education of the Infant and Young Child

Role of Men in Child Rearing
E. Ostrovsky: Children Without Men
M. Brenton: The American Male
Henry Biller: Father, Child, and Sex Role: Paternal Determinants of Sex Role Development
L. Tiger: Men in Groups
K. Keniston: The Uncommitted

The Modern Family: Alternative Lifestyles
O'Neill and O'Neill: Open Marriage
R. Gordon, K. Gordon and M. Gunther: The Split Level Trap
P. Chesler: Women and Madness
J. Archer: The Executive "Success"
B. Bettelheim: The Children of the Dream
U. Bronfenbrenner: Two Worlds of Childhood
David Cooper: The Death of the Family
P. Ehrlich: The Population Bomb
D. Cotton: The Case for the Working Mother
E. Dahlstrom: The Changing Roles of Men and Women (Sweden)
K. Kenniston: The Uncommitted
E. Peck: The Baby Trap

Substitute Child Care

Provence: Guide for the Care of Infants in Groups (Child Welfare League of America)

M. E. Keister, "The Good Life for Infants and Toddlers," Report on a Demonstration Project, N.A.E.Y.C., 1970

Alternatives in Quality Child Care: A Guide for Thinking and Planning (Day Care and Child Development Council of America)

Guide for Establishing and Operating Day Care Centers for Young Children (Child Welfare League of America)

E. Prescott, E. Jones and S. Kritchevsky: Day Care as a Child Rearing Environment (National Association for the Education of Young Children)

P. Pizzo: Operational Difficulties of Group Day Care (Day Care and Child Development Council of America)

Mary Dublin Keyserling: Windows on Day Care (National Council on Jewish Women)

E. Prescott, C. Milich and E. Jones: The "Politics" of Day Care (National Association for the Education of Young Children)

E. Grotberg (ed.): Day Care: Resources for Decisions (O.E.O. Office of Planning, Research and Evaluation)

Standards for Day Care Centers for Infants and Children Under Three Years of Age (American Academy of Pediatrics)

Day Care Services: Industry's Involvement (Women's Bureau, Workplace Standards Administrator, U.S. Department of Labor

Katherine Read: The Nursery School

M. Pines: Revolution in Learning

K. Taylor: Parents and Children Learn Together

E. Evans, B. Shub and Winsteine: Day Care

R. Hess and R. Bean: Early Education

The Working Mother and Others

L. Pogrebin: How to Make It in a Man's World

D. Cotton: The Case for the Working Mother

Chess, Thomas and Birch: Your Child is a Person

Schwartz, Schifter, Gillotti: How To Go To Work When Your Husband Is Against It, Your Children Aren't Old Enough and There's Nothing You Can Do Anyway

Siegel and Haas, "The Working Mother, A Review of Research," Child Development, 34, 1963, 513-542.

H. Z. Lopata: Occupation: Housewife

E. Ginzburg: Life Styles of Educated Women

Fictional Treatments (paperback)

A. R. Roiphe: Up the Sandbox

L. Kallen: Gentlemen Prefer Slaves

S. Kaufmann: Diary of a Mad Housewife

M. Abicht, M. Reuve
College of Education

University of Cincinnati
Winter, 1973

SEX ROLE STEREOTYPES

INTRODUCTION: What the course is all about

This course originated from a need expressed by many people today to have a better understanding of attitudes and behavior patterns which we all learn very early in childhood. These "roles" are different for men and women. How are they different, why, and how can they be changed? Are men and women equally affected? These are the major questions we'll deal with in this course.

This course was partly funded by the University Research Council in order to collect data on elementary school textbooks, which are a major source of socialization, and teacher-student behavior in the classroom, and to compile an annotated bibliography.

The final purpose will be fun: to detect sex stereotypes in our behavior (subtle or open) and in our own classroom sessions. At the end of the quarter you'll be asked to write down observations about yourself, and about the instructors. By doing this all of us will contribute to a better course and hopefully to a better society.

Course Requirements

Writing: In this course we not only want to do historical and sociological analysis of sex roles, we also want to increase our personal awareness. This can be done by keeping a journal as we go along. From day to day, write down what you observe; how you feel about the readings; your questions, criticism, and suggestions. Use this journal during our discussion sessions. Every student will have a chance to do a class report.

Required Reading

School Review (Feb. 1972). Issue on women and education.
Dick and Jane as Victims (Princeton, N.J., 1972). Sex stereotyping in children's readers.
Little Miss Muffet Fights Back. Bibliography of non-sexist children's books.
The Black Woman, Toni Cade (ed.). An Anthology.
This Magazine Is About Schools. A Canadian educational magazine.
What Makes Women Buy (DO NOT BUY THIS BOOK!), Janet Wolff.
Current "women's magazines," teenage magazines, children's magazines.
All the articles on reserve in the library.

Recommended Reading

The Second Sex, Simone de Beauvoir.
The Dialectic of Sex, Shulamith Firestone.

One autobiography (or other book) by a woman of your choice:
Harriet Tubman, Angela Davis, Mother Jones, Elizabeth Gurley Flynn, Ida B. Wells, Doris Lessing, Sylvia Plath, Rosa Luxemburg, Susan B. Anthony, Margaret Sanger, Margaret Fuller, Louise Michel, Lucretia Mott, Virginia Woolf, Abigail Adams, Elizabeth Stanton, Lucy Stone, Gabriela Mistral, Emma Goldman, Nancy Oestreich Lurie, Shirley Chisholm, Gloria Steinem.
Sisterhood is Powerful, Robin Morgan (ed.).
Marriage and Morals, Bertrand Russell.
Watch some children's programs on TV and pay attention to TV commercials.

Course Outline

Week I — Introduction to the course.
Questionnaire on sex attitudes
Explanation of the research project
Film, Growing Up Female, and discussion

Week II — Description of sex stereotypes, comparison with other stereotypes. Are they affected by race, social class, religion? Personal or institutional? Historical origins of the division of labor.
Readings: Firestone, Chs. I, IX
de Beauvoir, Ch. III (if time allows, IV-VIII)

Week III — Controversial views on the origin of sex roles in the fields of biology, anthropology, economy, psychology, religion, and education.
Readings: School Review (Feb. 1972)
Diana Baumrind, "From Each According to her Ability"
Patricia Minuchin, "The Schooling of Tomorrow's Women"
Jerome Kazan, "The Emergence of Sex Differences"
Michael Lewis, "Parents and Children: Sex-Role Development"
David Lynn, "Determinants of Intellectual Growth in Women"

Week IV — Institutions which perpetuate sex roles: marriage, family, church, schools, medical system, economy, social structure, language. Focus on schools.
Readings: Russell, Chs. I, II, VII, IX
All of Woolf, What Makes Women Buy?
School Review (Feb.1972)
Sandra Acker Husbands, "Women's Place in Higher Education"
Bernice L. Neugarten, "Education and the Life-Cycle"
Mary S. Calderone, "New Roles for Women"
Carole LeFevre, "The Mature Woman as Graduate Student"
Diana T. Slaughter, "Becoming an Afro-American Woman"

Week V — What are the effects of and how do we deal with specific aspects of stereotypes, such as sex, violence, sexism, racism in elementary school readers, counseling, television programs and commercials, physical education and sports?
Readings: American Journal of Sociology (May, 1972)
Lenore Weitzman, "Sex Role Socialization in Picture Books for Preschool Children"
Diane Gerson Starn, "The Skirts in Fiction about Boys"

Library Journal (Jan. 15, 1971)
"A Feminist Looks at Children's Books"
N. Y. Times Book Review, Part II (May 24, 1970)
Fisher, "The Second Sex, Junior Division"
Today's Education (Nov. 1971)
Gail McClure, "Sex Discrimination in Schools"

Week VI — Does our society benefit from sexism and racism? Compare our own heritage with that of other societies.

Readings: School Review (Feb. 1972)
Nancy Dowty, "To Be a Woman in Israel"
Cade, Black Woman, as much reading as time allows you
Saturday Review (Oct. 16, 1971)
Florence Howe, "Sex Stereotypes Start Early"
Social Education (March, 1971)
Janice Trecker, "Women in U.S. History High School Textbooks"
Any information you can find on American, Indian, European, Asian societies (Margaret Mead did some interesting comparisons)

Week VII — The big question: How can these stereotypes be changed? 1) Concrete proposals for teachers; 2) suggestions for individual change and consciousness-raising; 3) dealing with institutions (especially media). This is the creative part of the course. Please prepare by writing down your ideas before this class session.

Readings: deBeauvoir, Ch. XXV: "The Independent Woman"
Firestone, Chs. IV, V, VI
Journal of Marriage and the Family (August, 1971)
"Sex Role Socialization and the Nursery School"
Women: A Journal of Liberation (Fall, 1969)
Leah Heyn, "Children's Books"

Week VIII — Alternatives: child care centers, extended families, Equal Rights Amendment, economic equality, non-sexist children's books.

Readings: Explore some of the books suggested in Little Miss Muffet Fights Back and write down your conclusions
Bank Street Readers (in Media Lab)
Sesame Street television program

Week IX — A panel discussion with different lecturers (including student volunteers) to present different views on the current women's movement. What is it all about? What is it doing? What should we all be doing?

No Readings: Instead, interview people from different ages, social backgrounds, occupations, sex, etc. about their reactions to the established sex-roles and possible alternatives.

Week X — Our conclusions. What did we learn? Did we change our own attitudes? How? Bring to class: your journal, comments, creative writing, research data.

Phyllis Arlow, Coordinator
The Feminist Press

State University of New York,
College at Old Westbury
Fall, 1973

PROJECT ON IN-SERVICE EDUCATION AND CURRICULUM DEVELOPMENT: SEX STEREOTYPING AND THE SCHOOLS

SESSION I INTRODUCTION AND OVERVIEW OF THE COURSE.

This course is designed to provide participants with a substantial exposure to the implications of sex-role stereotyping in education, K-12. We will examine the data available, develop insights into our own practice as educators and parents, and devise practical alternatives and skills useful for changing attitudes about sex roles.

Goals: Specifically, course participants will:
1. Learn about the historical development of sexism in education.
2. Gain awareness of sexist approaches and materials in schools.
3. Develop evaluative criteria and strategies for creating non-sexist teaching, schools, and curriculum.
4. Develop, teach, and evaluate one lesson which demonstrates non-sexist teaching in their curriculum area.

Text: Nancy Frazier and Myra Sadker, Sexism in School and Society, Harper & Row, 1973. (Homework readings refer to this book, unless otherwise indicated.)

Homework: Observe students in your class. How do girls and boys act differently? List five specific behaviors.
Readings: pp. 1-35.

SESSION 2 THE FAMILY: Early socialization of children in the home.

Homework: Observe sex roles in a family. What did you learn as a child that taught you how to be a male/female? What chores in the family are done by whom? When preparing for an outing, who does what chores? What is the atmosphere like? List 1-2 pages of observations.
Readings: pp. 38-66, pp. 67-85 (family), pp. 69-74, pp. 85-110 (schools)

SESSION 3 THE FAMILY: How the school reflects and reinforces early socialization.

Homework: You are entering THE MOST SEXIST AD OF THE YEAR contest. Bring a prizewinning entry to class. Be prepared to talk about why your entry is sexist.

Readings:
Lucy Komisar, "The Image of Woman in Advertising," Woman in Sexist Society, ed. Vivian Gornick and Barbara Moran (Basic Books, New York, 1971), pp. 304-317.
A Redstocking Sister, "Consumerism and Women," Woman in Sexist Society, pp. 658-664.

SESSION 4: SEXISM IN THE MEDIA: Magazines, newspapers, songs.

Homework: Watch a TV program, especially one which students usually watch, even if you hate it. Record adult role models, vocations, domestic chores, evidence of incompetency and mishaps, humiliation of the opposite sex. Pay attention to what was advertised on commercial breaks. Notice voice-overs and relationship of product to program.
Readings:
Alice Embree, "Media Images I," Sisterhood is Powerful, ed. Robin Morgan, (New York: Vintage, 1970), pp. 175-191.
Florika, "Media Images II," Sisterhood is Powerful, pp. 191-197.

SESSION 5: SEXISM IN THE MEDIA: Television and cinema.

Homework: "Evaluating Sexism in your School"--a questionnaire. Please complete and bring to the following class.

SESSIONS 6, 7: SATURDAY WORKSHOP: The sociology of education and the structure of power.

Homework: Worksheet for examination of textbooks will be distributed. Curriculum project to be discussed.
Readings: pp. 114-140.

SESSION 8: THE ROLE OF THE SCHOOLS: Textbooks.

Homework: Continue work on curriculum project.

SESSION 9: THE ROLE OF THE SCHOOLS: Curriculum.

Homework: Talk with the guidance counselor at your school about such things as general attitudes toward career counseling (Is there a different approach for boys and girls?); testing and school records policy (Are there any tests or school records used as a basis for counseling?); scheduling policy (What is the school policy toward programming students for home economics, shop, math, science, or health courses?).
Continue work on curriculum project.

SESSION 10: THE ROLE OF THE SCHOOLS: Attitudes of teachers, counselors, and administrators.

Homework: Continue work on curriculum project.
Readings: pp. 144-173, pp. 160-166.

SESSION 11: DEVELOPMENT OF A NON-SEXIST CURRICULUM

Homework: Continue work on curriculum project.
Readings: pp. 177-205.

SESSIONS 12, 13: SATURDAY WORKSHOP: The educator as a change agent in the school system.

Presentation of curriculum development project by students.
Readings:
"An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Schools," March, 1972.
Would this proposal work in your school district?

SESSION 14: STRATEGIES FOR CHANGE

Options, evaluations, procedures for instituting in-service courses.

Emily Card
College of Community Sciences

University of Wisconsin,
Green Bay
January, 1973

WOMEN IN EDUCATION

The central focus of this course will be women in higher education, but in order to put this subject in perspective, we will cover a number of topics of a more general nature. The course will start with you as students where you are, e.g., here at UWGB, and we will examine your understanding of women in education as you perceive this subject through your own experience. During the course of the study period, we will expand that experience and examine such topics as the socialization of women, the socio-economic role of women as it relates to changing patterns of education of women, and the relationship between education and social change. The course will then become more specific, and students will be asked to explore in some detail the implications of new legislation covering women in education and relate these findings to your own campus. The 1972 Amendments to the Civil Rights Act of 1964 and the Higher Education Amendments of 1972 as well as Executive Orders concerning Federal Contractors are expected to have a long-range and wide impact on access in all areas of higher education for women and minorities. We will look at the effect of these laws and orders on students, faculty, staff, and other persons in the American university, and we will consider the relative impact of these laws on women, minorities, and the current majority of non-minority males. Finally, we will discuss the overall impact of these educational changes on American society.

While the course will center on women in higher education, students who wish to do so will be encouraged to examine the above questions in relating to other levels of education.

READING LIST AND DISCUSSION OUTLINE

The reading for the course will be divided into two parts. All students will read materials below in common. Students will be expected to select the remainder of their reading in relation to their chosen paper topic after consultation with the instructor. In this reading, students are encouraged to utilize primary source materials as well as secondary sources. A bibliography of sources will be available for consultation. In addition to other kinds of primary materials such as legal documents, students who find it appropriate to do so will have the opportunity to utilize interview techniques in preparation of their research papers.

Discussion Topics (by week):

1. Your education in historical perspective
2. Civil Rights legislation and education
3. Educational equality at UWGB
4. Changes in Education and changes in American society

CLASS SYLLABUS AND SCHEDULE

Half of the class will be with the instructor at one time; the other half will hold independent discussions.

I. FIRST WEEK - January 2-8

During the first week, there will be intensive reading so that class discussion will have a base point. Outline from the reading questions to be considered in class.

To be read by January 8 class meeting:

Bunzel, John H., "The Politics of Quotas," Change, October, 1972.
Pottinger, Stanley J., "The Drive Toward Equality," Change, October, 1972. Both reprinted as "The Debate Over Quotas," Change Reports, 1972.
Glazer-Malbin, Nona and Helen Waehrer, Woman in a Man-Made World, Chicago: Rand McNally, 1972.
American Council on Higher Education, Women in Higher Education. (Background paper for participants in the 55th Annual Meeting, 1972). Washington, D.C.: American Council on Education, 1972.
Horner, Matina, "Bright Women Caught in a Double Bind," Readings on the Psychology of Women, Judith Bardwick (ed.), New York: Harper and Row, 1972.
Maccoby, Eleanor, "Development of Sex Differences," Readings on the Psychology of Women.

The women's movement has provided much of the impetus for current educational reforms related to women. For those students whose sole exposure to the movement has been the mass media, readings in Morgan are suggested. Read at least five essays that seem related to the questions raised in the other readings, including the following:

Morgan, Robin (ed.). Sisterhood is Powerful. New York: Vintage Press, 1970.
"Kinde, Kuche, Kirche as Scientific Law: Psychology Constructs the Female"
"Two Jobs: Women Who Work in Factories"
"High School Women: Three Views"

II. JANUARY 8-15

Class meeting (Jan. 8): Short quiz on reading; receive reading packets from instructor; project plans will be finalized.
Topic: Your education in historical perspective. Discussion of the history of women's education; relation of education of women to theories about female roles and psychology.

To be read by January 15th class meeting:
Shulman, Carol Herrnstadt. Affirmative Action: Women's Rights on Campus (Prepared by ERIC Clearinghouse on Higher Education). Washington, D. C.: American Association for Higher Education, 1972.
Higher Education Guidelines, Executive Order 11246. (HEW Guidelines). U. S. Department of Labor, Employment Standards Administration, Women's Bureau, 1972.
Also read the appendices (in HEW guidelines) with relevant Civil Rights Laws.
Plans for Widening Women's Educational Opportunities. U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Washington, D. C.: USGPO, 1972.

Also read the remainder of the packet of materials distributed by instructor. Includes Association of American Colleges, "Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions" and interpretive essays on each law cited in Higher Education Guidelines.

III. JANUARY 15-22

Class Meeting (Jan. 15): Discussion
Topic: Discussion of laws and their implications for the education of women; employment of women in the university; their relation to civil rights legislation generally; wider impact on the structure of education.

Reading and research by January 18th class meeting:
Explore the possibilities of women in education at UWGB; interview appropriate persons.
Read Affirmative Action Plan proposed by Wisconsin Co-ordinating Council on Women in Higher Education.
Bernard, Jesse. Academic Women. University Park, Penn.: Penn. State University Press, 1964. Read Chapters 8, 10, 11.
Finish reading Civil Rights Laws (in HEW Guidelines).
Read one case brief on reserve in library. Choose one:
Lola Beth Green v. Board of Regents of Texas Tech. University, Docket No. 72-1542, United States Court of Appeals for the Fifth District.
League of Academic Women, et.al. v. Regents of the University of California, et.al. Docket No. 72-265, United States District Court, Northern District of California, filed February 15, 1972.
Dr. Margaret Cussler v. University of Maryland, et. al. Docket No. 72-372, United States District Court, Maryland, filed April 13, 1972.
Margaret Menzel, et. al. v. Florida State University, et. al. Docket No. TCA 1834, United States District Court, Northern District of Florida.

IV. CLASS MEETING (Jan. 19--Make-up meeting for January 1)

Topic: Educational equality at UWGB. How equal is it? Numbers and quality? What changes are needed? Methods for change?

To be read by January 22nd class meeting:
Ginzberg, Eli. Life Styles of Educated Women. New York: Columbia University Press, 1966. Read Chapters 2, 3, 6, 8, 10.
Look at Handbook on Women Workers, 1969. Department of Labor, Women's Bureau. Washington, D.C.: USGPO, 1969.

BONUS! January 20-Trip to Madison to meeting on Women's Studies sponsored by Wisconsin Coordinating Council on Women in Higher Education

V. CLASS MEETING (Jan. 22)

Topic: Changes in education and changes in American society. What impact will these educational changes for women have on U.S. Society?
Summary and synthesis of class findings. Presentation of class reports.

FINAL PAPERS DUE

Patricia Haines
Women's Studies Program

Cornell University
Fall, 1973

THE EDUCATION OF WOMEN IN HISTORICAL PERSPECTIVE

Introduction

I am teaching this course because I believe that education is the key to social change. Despite the generally conservative role that formal institutions play in society, philosophers, statesmen, and parents have looked to the schools for improving the status quo. Access to schools has been used as a tool of social control, as have curriculum and teaching methods. The schools can become vehicles for indoctrination, for oppression, as well as for healthy stimulation of individual and societal freedom; the line between "education" and indoctrination is difficult to define, but essential to look for.

Hence this explication of my personal biases. I look at issues historically; that has been my training, and my primary interest. I have trouble with the twentieth century, far preferring the puzzle of the nineteenth. In women's education, this was when the biggest changes took place, when education for women was a revolutionary question. However, we may be in the midst of another revolutionary time, and an understanding of our past is essential for appreciation of the contemporary scene. History can be a delightful escape, into a world where there is a finite number of questions (perhaps) and a finite number of solutions (given historical evidence); it is far more certain than the present, when nothing is absolute except change. This course is my attempt to escape from my ostrich tendencies, to understand my own role in the present movement.

I want to stress this problem of bias because scholarship is supposed to be as bias-free as possible. We will look at all questions and issues from as many sides as we can think of; but I am inescapably a feminist. The syllabus may look too much like a course in Women's Liberation to the critics; the literature I have chosen is heavily weighted in favor of current literature coming out of the women's movement, academic wing. This is partly because I see a women's studies course as part of the women's movement, but more because it is the academic feminists who are asking the questions most pertinent to the course at hand. We may disagree with their conclusions, their methodology, their biases; we must become aware of the role that bias plays in academic inquiry. This is at the crux of the current movement to question past knowledge as exclusive of women.

I want you to be aware of my biases because they may be limitations on my ability to communicate. You must questions my assumptions, my sources, my information; that is part of learning to learn. You should also question your own assumptions. Skepticism about oneself is essential to continued growth and a balanced perspective.

Goals

The goals for this course will be as varied as the people participating in it. The following are a few of my own:

- Introduce a variety of questions, topics, and literature pertaining to the education of women in the United States, both historical and contemporary, to serve as a base for further investigation, if desired. Given the scope of our perspective, this is a survey course, not a close, thorough investigation. All I can do is suggest some things to think about, offer some information and guidelines for further study, and introduce the variety of literature available for consultation.

- Stimulate new perspectives and questions concerning the education of women in the American school system. "Education" is, in English, a broad concept, and could be extended to include all influences on personal, physical, psychic, emotional, intellectual development. As such it would be unmanageable. Since my training has been in the more limited field of "Education" (specifically history, philosophy, and comparative education), I have chosen to focus on the school system as a major institutional influence.

- Clarify some of the major historical issues in women's education, focusing on the United States, with discussion of European and other international influences.

- Encourage development of writing, research, and other inquiry skills.

- Stimulate individual understanding of personal educational goals and problems, in order to enhance appreciation of the present and facilitate more viable decisions for the future. One of the goals of higher education is to learn how to apply one's intellectual capacities and skills to the solution of personal problems, to make one's life more meaningful and happy. Thus, looking at general issues in the education of women, even approached academically, can help us understand what may have happened--or be happening--to us during the process of formal schooling.

- Learn from each other about ourselves as intelligent people, women or men.

- On my own personal level, I need to learn about myself as an academic woman, a teacher, a person committed to the academic world, as foolish as that may be given the present situation.

Some Questions to Consider

- To what extent does formal education affect women as women, to what extent as people? Can these be separated? If so, how and by whom? If not, what is the rationale behind Women's Studies?

- To what extent should formal education be geared to women as women, men as men, or people as people? (This has been crucial in the historical development of education for men as well as women, but more openly discussed re: women.)

- What is the relationship of formal educational institutions--the university in particular--to social change? Is the goal of higher education, or formal education in general, to perpetuate or change social values? Given this perpetuation-change continuum, who is to decide where the balance should lie?

- How are society's attitudes about women reflected in concerns/issues in the formal education of women?

Suggested Reading

General Background:
Smith, Page. Daughters of the Promised Land
Wollstonecraft, Mary. Vindication of the Rights of Women
Schneir, Miriam, ed. Feminism: The Essential Historical Writings

Specifically re: Education
Emma Willard Task Force on Education, Sexism in Education
National Organization for Women, Report on Sex Bias in the Public Schools
Ann Arbor Public Schools, Let Them Aspire (1971)
Ann S. Harris, "Second Sex in Academe" (KNOW)
Inge and Don Broverman, et. al., "Sex Role Stereotypes and Self Concepts in College Students" (KNOW)
Matina Horner, "Why Bright Women Fail" (KNOW)
Lenore J. Weitzman, "Sex Role Socialization in Picture Books for Pre-School Children" (KNOW)
Rona M. Fields, "Public Education: Training for Sexism (KNOW)

If you don't have a general history of education, I recommend R. Freeman Butts, The Education of the West, a Formative Chapter in the History of Civilization. (NY etc.: McGraw-Hill Book Company, 1973). NB: paucity of material on women; but approach to history is refreshing, and bibliographical notes are excellent.

Course Requirements (Alterable on consultation with me)

Sept. 7: Hand in 2-5 page comment on why you are at college, at Cornell in particular, what you hope to get from this course.
Oct. 1: Project outline and bibliography due (see suggested topics).
Nov. 9: Annotated bibliography or more detailed project outline due.
Dec. 3-7: Projects due, to be looked at by me before being presented to the class as a seminar report.
Dec. 10 onward: seminar reports in class.

Course Outline (subject to change given make-up of the class)

I. (September 3, 5, 7) Introduction
a. What is the "education" of "Women"?
b. Some issues to be discussed in the course
c. What are we doing here?

II. Historical Background (Sept. 10, 12, 14)
    a. Basic chronology: from "primitive" times through Middle Ages
    b. Renaissance, Reformation, modern Europe
    c. Industrial Revolution
    (d. if there's time: education of women under Socialism, Totalitarianism--Rusia and Soviet Union, Nazi Germany)

III. Historical Background: U.S. (Sept. 17, 19, 21)
    a. Colonial America, 19th Century
    b. 1850 on

IV. Socialization and Learning (Sept. 24, 26, 28)
    a. Sex-role development
    b. Learning differences and achievement (elementary school)
    c. Learning differences and achievement (college, etc.)

V. Elementary School (Oct. 1, 3, 5)
    a. Children's literature
    b. Elementary school textbooks
    c. Child/teacher interaction
    d. Impact of school organization on behavior

VI. Secondary School (Oct. 8, 10, 12)
    a. Achievement, motivation
    b. Curriculum: bias and choice
    c. Effect of non-academic influences (music, literature, etc.)
    d. Women's Liberation in the High School

VII. Sex Education (Oct. 15, 17, 19)
    a. Review of literature
    b. Sexuality and sex-role behavior: the schools' role?

VIII. High School: preparatory or terminal? (Oct. 22, 24, 26)
    a. Why go to college? Why not?
    b. Counseling
    c. Vocational education

IX. Undergraduate Education for Women (Oct. 29, 31, Nov. 2)
    a. Historical survey of issues
    b. Current issues
    c. Women at Cornell

X. Undergraduate Education (Nov. 5, 7, 9)
    a. Sororities, extra-curriculars
    b. Physical education
    c. Junior colleges, community colleges

XI. Coeducation (Nov. 12, 14, 16)
    a. Historical survey of issues
    b. Contemporary trends and issues

XII. Women and Professional Education (Nov. 19, 21)
    a. Job, graduate school, marriage? Where are we going?
    b. Position and problems of women in professional training

XIII. Women and Employment (Nov. 26, 28, 30)
- a. General survey: connection between higher education and employment?
- b. Academic women
- c. Marriage/career syndrome

XIV. What Comes Now? (Dec. 3, 5, 7)
- a. Women's Studies
- b. Continuing Education for Women
- c. ?

XV. Reports (Dec. 10, 12, 14)

Possible Project Topics

The role of the U. S. government in the education of women
Education of women under socialism; totalitarianism; communism, utopianism; etc.-ism.
Education of women in any other country, past or present (South America and Africa are particularly interesting areas to look into)
Bibliographical essay on any topic covered in class (review of all literature to date)
The role of popular culture in the socialization of adolescents (or elementary-school age children).
Value changes in women's higher education.
Organized religion and women's education (Catholic Church; Mormon Church; the more recent fundamentalist sects; any other)
Elementary school and the education of girls (observations in Ithaca: do different structured programs have different effects?)
Education of women in underdeveloped countries (pick one)
The effect of the Depression in the U.S. on the education of women (relationship of economic change and the education of women)
The effect of war on the education of women
The role of higher education in social change (I am thinking particularly about the education of early suffrage leaders, and continued leadership in areas of social change particularly affecting women)
Examination of early literature on the education of women (16th-18th centuries)
Trace impact of ideas from other countries/cultures on the development of women's education in the U.S. (for example, the effect of Rousseau's writings on educational thought and practice in the U.S.)
John Dewey and the education of women (or any other educational philosopher and the education of women)
Women in the Lyceum movement, the Chatauqua movement, or any other early popular education movement
Horace Mann and the Education of Women
Women at Cornell (any aspect)
Henry Barnard and the education of women (perhaps review editorial policy in his American Journal of Education)
Education of women leaders (pick one)
Issues in the current move toward coeducation
Family Life studies and the education of women
Home Economics/Human Ecology: what's happening to the women?
Professional education of women (medical, legal, etc.)

Marion Marzolf
Journalism

University of Michigan
Fall 1971, Winter 1972,
Winter 1973

WOMEN IN JOURNALISM

Course History

"Women act as if they had no history," declared Anne Firor Scott, assistant professor of history at Duke University, in a lecture at the University of Michigan in the spring of 1971.

That statement was the catalyst for my seminar.

Do women in journalism have a history? I asked this in a sign posted on my door announcing a study seminar for anyone interested in exploring the subject with me.

FIRST SESSION: Fall 1971

A dozen students signed up for the course. Three were graduates. One was male. The rest were senior women. We met weekly for two to three hours at my home in the evenings. Our sessions included guest speakers, group discussions of media history, women's history in it, and professional experiences shared by the group in summer and college media jobs; students gave oral and written reports and helped compile a bibliography.

The purpose of the seminar was to explore the historical and contemporary role of women in journalism. We had no organized body of materials, so we compiled our own. We had little working knowledge of women's media history, so we divided the field work and shared the information in oral reports.

The questions we asked and continue to ask were: 1) Did women have any substantial historical role in the field? 2) If they did, why weren't their contributions mentioned in journalism history books or elsewhere? 3) If they didn't, what were the reasons? 4) What role are women playing in the media today? 5) What kinds of women are successful in journalism? 6) What role might women play in the future?

The resulting bibliography--only a beginning--indicates that women have made important contributions in journalism and have been around since colonial times. Sources are many and varied and scattered, and one of the first tasks is a survey of what exists now. Later an analysis of women's role as journalist ought to be made.

Student topics from the first session included: early women in printing, editing and reporting, women as radio and television correspondents, as political reporters, war correspondents, photojournalists, editors and publishers, protests by media women, the women's pages, employment rights and opportunities, women in advertising, and a study of the Brenda Starr image of female reporters.

SECOND SESSION: Winter 1972

This session was conducted by Judy Hansen, an M.A. candidate and teaching fellow in the department that term. She had been a member of the original course. This group continued the theme and format of the first session. In addition they published an issue of The Journalist, the department's student publication. Papers in this issue were from both sessions of the course. New topics included studies of women in the black press and college press, the attitudes of women foreign correspondents toward their work, and studies of Margaret Fuller, Nellie Blye and Jennie June Croly.

THIRD SESSION: Winter 1973

This session met twice a week at noon in the Department of Journalism seminar room. The class helped plan the reading list, speakers and the course objectives. Guest speakers and oral reports from the class accounted for most of the sessions. Some sessions were used for progress reports on term papers. Each student presented an oral and written report and participated in discussion with the speakers who represented the media and academe. Papers presented this term included those on: sexism in journalism texts, professional journalism career literature--past and present, a study of the Michigan press coverage of the abortion referendum, the image of women in children's literature, motivation of free-lance women writers, and a study of the career of Rheta Childe Dorr.

FUTURE

I expect to offer the course again in Winter 1973 and will do so as long as there is student interest. Thus far we have usually had about a dozen students each time and the performance level has been very high. During this time the U-M has begun to offer several other women's studies courses and there has been some sharing of information and faculty. Journalism majors can now take a women's history course and relate the media aspects to it. This allows our seminar to be more specialized, and students are doing work that is focused more sharply on the profession and the performance of women in it. Students respond with enthusiasm to the course and like both the original research potential and learning about and meeting so many female role models in what has been presented as a male-dominated field. For many the course has clarified their professional responsibilities and illustrated ways in which women can fulfill careers and family roles.

COURSE PURPOSE

The purpose of this course is to explore the history and current status of women in the profession of journalism, to learn about professional opportunities and careers for women, and to add to existing knowledge about women in journalism.

COURSE OUTLINE -- worked out with class

Jan. 9, 16 Organizational sessions

Jan. 23	Marzolf - history of women in American journalism.
Jan. 30	Student reports on "The Feminine Mystique" and "Man's World, Woman's Place."
Jan. 31	Jane Mack, Public Information Officer, city of Ann Arbor, on jobs in government and public relations work.
Feb. 6	Charlotte Sebastian, WUOM radio interviewer on discrimination of women at U-M.
Feb. 7	Student reports on "Women, Society and Change" and women in creative writing.
Feb. 13	Day on the Job with Detroit Women in Communications.
Feb. 14	Student reports on "The Bell Jar" and "Manipulated Man."
Feb. 20	Student report on "Vaginal Politics."
Feb. 21	Dr. Kitty Sklar, a capsule history of women in American life. (history professor)
Feb. 27	Dr. Louis Hoffman, psychologist, studies of motivation in professional women. Assigned reading: Journal of Social Issues, 28, 2 (1972) - Hoffman's article and Horner's article.
Feb. 28	Discussion of student research projects - progress reports.
Mar. 13	Student report on "Born Female."
Mar. 14	Sarah Fitzgerald, editor of the Michigan Daily and intern on Miami and Ohio newspapers.
Mar. 20	Margo McInnis, television producer, local educational.
Mar. 21	Research discussion.
Mar. 27	Progress reports on research.
Mar. 28	Barbara DeBrodt, published author - how she wrote that book.
Apr. 3	Diana George Jakos, women's editor at Ford Motor Co. and recent graduate - that first job out of college.
Apr. 4,10	Marzolf - women in European media and image of women in advertising in American magazines.
Apr. 11	Dorothy McGuigan, historical biographer, on early women printers in England.
Apr. 17	Pringle Smith, editor of small magazine on campus on editing alumni magazines.
Apr. 18	Kay Weiss, spokesman against use of DES and her media encounters.

Final course evaluations and term papers submitted.

EXTRA SPEAKER: Charlotte Saikowski of the Christian Science Monitor on Reporting from Moscow: a Lecturer in Journalism, Feb. 21.

Dorothy Herberg
School of Social Work

University of Michigan
Winter, 1973

WOMEN AND THE PRACTICE OF SOCIAL WORK

Course Objectives

This course can be viewed along several dimensions. On the one hand it can be seen as a type of women's studies course, which means a cognitive component; on the other hand, because it is impossible to study about the place of women in society without getting emotionally involved, there is implied an affective component. Along a different plane, the course can be viewed as encompassing many different actors in society -- ourselves both as private persons and as practitioners, other professional women, non-working women, women clients and so forth. We will also look at what women are doing at local (i.e., Ann Arbor and the University), state, and national levels. In addition, this course should be viewed as an experiment in learning and teaching women's studies material in a professional school context; our final responsibility is to make the course relevant to social work practice.

Style of the Course

This is not a lecture-style course but one where a variety of learning modes will be used. Small group discussion, individual and group presentations, visiting speakers, theatre, and simulations are some of the modes we can use. Readings will concentrate on the social sciences but literary and historical works can be added with great value.

To the greatest extent possible this course will reflect the egalitarianism espoused by the women's movement, although the lecturer will take final responsibility for the course. The optimal climate for the development of individual interests and full class participation in discussion will be fostered. In keeping with the egalitarian mood of the course, a student steering committee from the class can be formed to work with the instructor if students so desire.

Course Requirements and Grades

Grades for the course will be given out on a rational basis. Students can aim for the grade they wish by accomplishing a pre-determined set of tasks for that grade. The subject of grades will be open for discussion during the first two sessions. Following those sessions a decision will be made about the tasks required to attain each grade and a written statement will be handed out.

Some "products" or activities of the class may include:

1. A psycho-social "herstory" written by each class member (ungraded).
2. Annotated reading lists.
3. Small group discussions.
4. Small group class presentations.
5. Viewing films in class or on Tuesday nights in the Women's film series.

6. Extra sessions with the instructor to plan presentations or mull over special topics.
7. A beginning collection of material that may be useful in practice - handbooks, magazine subscriptions, brochures, etc.
8. Jogging at noon in Barbour Gym (optional!).

Text Books:

Vivian Gornick and Barbara K. Moran (eds.), WOMEN IN SEXIST SOCIETY. New American Library, 1971.

Nancy Reeves, BEYOND THE STEREOTYPES. Aldine-Atherton: Chicago, 1971.

Constantina Safilios-Rothschild, TOWARD A SOCIOLOGY OF WOMEN. Xerox College Publishing: Toronto, 1972.

Course Outline:

Part I. Towards a Framework for Formulating the Problem: The Stereotypes of Women

Underlying the dilemmas women face are the cultural stereotypes of women. The stereotype is a standardized picture that is applied to any member of a class to which the stereotype applies; the stereotypes of women thus apply to all women in a culture regardless of age, class or race. Stereotypes are learned by all, especially members of the class to whom the stereotype pertains. The stereotype has functions and consequences for the system in which it resides--be it societal, group or personal level of that system.

To behave stereotypically is usually to be "safe" whereas to move away from the stereotype (behave unconventionally) requires risk-taking. A dilemma occurs when neither going towards or away from the stereotypes is completely satisfactory. Dilemmas rising from the stereotypes are listed below and are framed by the main domains of the course. These domains are self image, behavior, destiny, sex, and responsibility. These domains are simple yet very abstract and thereby allow for a great diversity of content within their bounds. Hopefully, students will find space to air their own interests within the structure created by these domains:

A. Self Image

Natural or Precast? Women have become alienated from themselves as natural objects because of the extreme emphasis on appearance and the training which turns them back into themselves in the narcissistic counterpart of the male fantasy of woman. How do we both joyfully clothe and adorn ourselves and also be "ourselves" rather than some ideal, unattainable self?

Readings:

1. Densmore, Dana, "On the Temptation to be a Beautiful Object," CS-R, pp. 96-99.
2. Stannard, Una, "The Mask of Beauty," G & M, pp. 187-203.

B. Behavior

Passive or Active? To be passive is to be feminine, to be active is not. The attitude to physical activity for women is an example. Early socialization and resulting later conflicts are discussed here. Some of the most difficult questions about social structure arise here.

Readings:

1. Hartley, Ruth, "Sex-Role Identification: A Symposium," Merrill-Palmer Quarterly of Behavior and Development, 10, 3-16.
2. Mussen, Paul H. "Early Sex Role Development," in Reeves, pp. 393-418.
3. Smith, Page, "The Delicate and Ailing," chapter 9 in Daughters of the Promised Land, pp. 131-141.
4. Weisstein, Naomi. "Psychology Constructs the Female," G & M, pp. 207-224.
5. U'Ren, Marjorie B. "The Image of Women in Textbooks," G & M, pp. 315-328.

C. Destiny

Nature or Nurture? Which has more power, the endocrine glands or the cerebrum? Is woman's (and man's) destiny to be finally determined by biology or by ability and training? At the moment the dilemma exists because we don't have enough data to know the answer; it may be resolved eventually if the data is collected. For some, this question is only of adacemic interest and regardless of the findings believe woman must control her own destiny.

Readings:

1. Bardwick, Judith. Psychology of Women, Chapter 2.
2. Bardwick, Judith and Elizabeth Douvan, "Ambivalence: The Socialization of Women," G & M, pp. 225-240.
3. Pierce, Christine, "Natural Law Language of Women," G & M, pp. 242-258.
4. Bernard, Jessie, Women and the Public Interest. Aldine-Atherton, Chicago/New York, 1971, pp. 14-29.

D. Sex

A Lot or a Little? Does freedom mean free sex or withholding sex? Some of the new sex research findings may suggest that women could and should have a lot. For other reasons, some feminists believe it should be withheld.

Part I. A review of some basic information on sex physiology and historical attitude to sex; some homo- and hetero-sexuality; some special issues--prostitution, rape, abortion and contraception.

Part II. Sex and the family: old and new forms of the family with a special look at the dual career family and child care.

Readings: Part I.

1. Sherfey, M. J., "A Theory on Female Sexuality," Sisterhood is Powerful Vintage Books, 1970, pp. 220-229.
2. Shearer, Marshall and Shearer, M. Rapping About Sex. Barnes and Noble Books, 1972.

3. Kirkendall, Lester A., Whitehead, Robert N. The New Sexual Revolution. New York: Donald W. Brown, Inc., 1971 (Prometheus Books), pp. 1-16.
4. Brecker, Edward M. The Sex Researchers, Toronto, Little, Brown and Co., 1969, pp. 247-279 (Swingers); 142-197 (Women sex researchers).
5. Millett, Kate, "Prostitution: A Quartet for Female Voices," G & M, pp. 60-125.
6. Briscoe, M. L. and Elsie Adams, Up Against the Wall Mother. 1971, pp. 350-374. (Assorted pieces on lesbianism, abortion, celibacy)

Part II: Sex and the Family (readings)
1. Homstrom, Lynda, The Two-Career Family, Schenkman/GLP, Cambridge, 1972.
2. Rapaport, Robert and Rhona, The Dual-Career Family, Penguin Books, 1972.
3. Grotberg, Edith, Day Care: Resources for Decisions. Day Care and Child Debelopment Council of America, Inc., 1971.
4. Yankelovich, Daniel, "The New Naturalism," Saturday Review, April 1, 1972.
5. Rozdilsky, M. L. and Barbara Banet, What Now? A Handbook for Parents Postpartum, Seattle, Wash., 1972.
6. Bernard, Jessie, "The Paradox of the Happy Marriage," G & M, pp. 145-162.
7. CS-R, pp. 187-258.

E. Responsibility

Independence or Dependence? Do women seek a privileged position or an equal one? In this section we'll review the history of the women's movement and current legislation on equal rights, especially the dilemmasposed by this sort of legislation. Alsc, what social and personal effects can we expect there to be from women's rising expectations and responsibility in economic, political, and religious sectors?

Readings:
1. Reeves, pp. 52-62; 257-294.
2. G & M, pp. 623-657.
3. Morgan, Elaine, The Descent of Woman, Stein and Day, 1972, pp. 208-224.
4. Hare and Hare, "Black Woman, 1970," Transaction, Nov.-Dec. 1970, pp. 65-68, 90.
5. Black Scholar, Dec. 1971, Special Issue on "The Black Woman."
6. Polk, B. B. "Women's Liberation: Movement for Equality," CS-R, pp. 321-330.
7. Benston, M. "The Political Economy of Women's Liberation," Monthly Review, 21, 13-27.

Part II: Summation: Getting it Together for the Practitioner and the Client

A. The Professional Woman.

What is a professional person? What special problems do women face as professionals per se, and as professional social workers in particular?

Readings:
1. Greenwood, Ernest, "Attributes of a Profession," Social Work, 2, July, pp. 44-55 (especially section on the professional culture).
2. Herberg, Dorothy M. "A Study of Work Participation of Graduate Female Social Workers," Social Work Reporter, in press.

3. White, Martha S. "Psychological and Social Barriers to Women in Science," CS-R, pp. 300-308.
4. Rossi, Alice, "Women in Science: Why so Few?" CS-R, pp. 141-153.
5. Bernard, Jessie, Women and the Public Interest, pp. 147-196.
6. Adams, Margaret, "The Compassion Trap," G & M, pp. 555-575.

B. The Woman Client

How have effects from early socialization, family role and economic discrimination put the woman in her current position? How can the professional person be most helpful to the woman client--personally and organizationally? What is the helping process to be, given the dilemmas women face?

Readings:

1. Sociological Focus (on sex roles), 5, Winter 1971-72 (entire issue).
2. Special Symposium, "The Mental Health Movement Meets Women's Lib," Mental Hygiene, 55, January 1971.
3. Journal of Marriage and the Family (special issue on sexism in family studies), 33, August 1971 (entire issue).
4. Moore, Emily, "Comment and Controversy," Family Planning Perspectives, 4, January 1972, 2-4.
5. Chesler, P., Women and Madness. Doubleday and Co., New York, 1972.
6. Broverman, et al., "Sex-Role Stereotypes and Clinical Judgments of Mental Health," in J. Bardwick, Readings on Psychology of Women, Harper and Row, 1972.

Diane F. Kravetz
School of Social Work

University of Wisconsin, Madison
1973-1974

SEXISM AND SOCIAL WORK PRACTICE

This course will examine the literature, research, and theory related to sexism. We will concentrate on those factors most relevant for social work practice.

Texts: Garskof, M. Roles Women Play: Readings Toward Women's Liberation (Brooks/Cole, 1971).
Gornick, V. and Moran, B. Woman in Sexist Society (Signet, 1971).

Each student will be responsible for investigating an aspect of sexism as it affects social work practice. This can be some aspect of (1) social work education; (2) social work as a profession; (3) agency policy or practices; (4) social work interventions with specific target systems.

The project can be based on observation of behavior, interviews, agency records, written information, etc. Each student must choose a topic by 3rd week of the semester. A review of the relevant literature is due the 8th week. Final paper is due the 15th week. It should include a literature review, description of chosen problem, observations and/or data, discussion, and implications - directions for change.

I. LANGUAGE AND MASS MEDIA

"Know Your Enemy: A Sampling of Sexist Quotes," in R. Morgan (ed.), Sisterhood is Powerful (Vintage, 1970), 31-6.
Miller, C. and Swift, K. "One Small Step for Genkind," New York Times Magazine (April 16, 1972).
Strainchamps, E. "Our Sexist Language," in V. Gornick and B. K. Moran (eds.), Woman in Sexist Society (Basic Books, 1971), 347-361. (Hereafter referred to as G and M.)
Embree, A. "Media Images I: Madison Avenue Brainwashing--The Facts," in Sisterhood is Powerful, 175-197.
Komisar, L. "The Image of Woman in Advertising," in G and M., 304-317.
Stannard, U. "The Mask of Beauty," in G and M., 187-203.
Sutheim, S. "The Subversion of Betty Crocker," Motive, 29 (1969), 43-47.

II. DISCRIMINATORY LEGISLATION

Schulder, D. B. "Does the Law Oppress Women?" in Sisterhood is Powerful, 139-157.
Seidenberg, F. A. "The Submissive Majority: Modern Trends in the Law Concerning Women's Rights," Cornell Law Review, 60 (January 1970), 262-72.
Smith, M. "Money: Where Credit is Due," Ms. (October 1972).
Westin, J. "Divorce-Men in Revolt," True (May 1973).
"Why Not Disability Insurance for Housewives?" Capital Times (July 12, 1973).

[Ed. note: In this and subsequent sections, additional readings omitted for reasons of space.]

III. SEX ROLE SOCIALIZATION

Bardwick, J. and Douvan, E. "Ambivalence: The Socialization of Women," in G and M, 225-41.
Bem, S. and Bem, D. "Case Study of a Nonconscious Ideology: Training the Woman to Know Her Place," in D. J. Bem, Beliefs, Attitudes and Human Affairs (Brooks/Cole, 1970).
Garskof, M. Roles Women Play, Section II, 68-141.
Hacker, H. M. "The New Burdens of Masculinity," Marriage and Family Living (August 1957), 227-232.
Howe, F. "Sexual Stereotypes Start Early," Saturday Review (October 19, 1971).
Millman, M. "Observations on Sex Role Research," Journal of Marriage and the Family, 33(4) (1971), 772-6.

IV. WOMEN AND WORK

_____."Women in the Professions: Five Short Personal Testimonies," in Sisterhood is Powerful, 62-85.
Epstein, C. "Encountering the Male Establishment: Sex-Status Limits on Woman's Careers in the Professions," in A. Theodore (Ed.), The Professional Woman (Schenkman Publishing Company, Inc., 1971).
Garskof, M. Roles Women Play, Section 1, 1-57.
Korda, M. "Male Chauvinism in the Office: An Hour-by-Hour Report," New York (January 22, 1973).
Levitin, T. E., Quinn, R. P., Staines, G. "Sex Discrimination Against the American Working Woman," American Behavioral Scientist, 15(2) (1971), 237-54

V. MARRIAGE AND THE FAMILY

Bernard, J. "The Paradox of the Happy Marriage," in G and M, 145-62.
Dixon, R. "Hallelujah the Pill?" Trans-Action (November/December, 1970).
Erlich, C. "The Male Sociologist's Burden," Journal of Marriage and the Family, 33(3) (1971), 421-30.
Gillespie, D. "Who Has the Power? The Marital Struggle," Journal of Marriage and the Family, 33(3) (1971), 445-58.
Goldman, E. "Marriage and Love," 1917, in N. Martin (Ed.,), The American Sisterhood (Harper and Row, 1972), 224-233.
Gough, K. "The Origin of the Family," Journal of Marriage and the Family, 33(4) (1971), 760-70.
Mainardi, P. "The Politics of Housework," in Sisterhood is Powerful, 447-54.

VI. AGING

Bart, P. "Depression in Middle-Aged Women," in G and M, 163-86.
Bell, I. P. "The Double Standard," Trans-Action, 8 (1,2) (November/December, 1970).
deBeauvoir, S. "Joie de Vivre," Harpers (January, 1972).
Lewis, M. and Butler, R. "Neglected by Women's Lib--Why Elderly Females Need Help Against Discrimination," The National Observer, 11(31) (1972).
Moss, Z. "The Aging Woman," in Sisterhood is Powerful, 170-74.
Pineo, P. "Disenchantment in the Later Years of Marriage," in B. Neugarten (Ed.), Middle Age and Aging (University of Chicago Press, 1968).

Sontag, S. "The Double Standard of Aging," Saturday Review (September 23, 1972).
Wood, V. "The Plight of the Older Woman," Forum-Symposium on Aging, 2, 1972.

VII. THE PROFESSION OF SOCIAL WORK

Adams, M. "The Compassion Trap," in G and M, 555- 75.
Chafetz, J. "Women in Social Work," Social Work, 17(5) (1972), 12-18.
Kravetz, D. "Women Social Workers and Clients: Common Victims of Sexism," (unpublished manuscript).
Schwartz, M.C. "Sexism in the Social Work Curriculum," paper presented to the 19th Annual Conference of the Council on Social Work Education, 1973.
Scotch, B. "Sex Status in Social Work: Grist for Women's Liberation," Social Work, 16(3) (1971), 5-11.
Simpson, R. L. and Simpson, I. "Women and Bureaucracy in the Semi-Professions," in A. Etzioni (Ed.), The Semi-Professions and Their Organization (The Free Press, 1969), 196-247.
Wilson, E. "Society at Work: Women Together," New Society, 21(519) (September 14, 1972).
Women in Social Welfare - A Proposed NASW Policy Statement, Presented for consideration at the NASW Delegate Assembly, May, 1973.

Additional Readings

Davis, A. "Self-Concept, Occupational Role Expectations, and Occupational Choice, in Nursing and Social Work," in A. Theodore, The Professional Woman (Schenkman Publishing Company, 1971), 365-376.
Rosenblatt, A., et.al. "Predominance of Male Authors in Social Work Publications," in The Professional Woman, 103-118.
Tropman, J. "The Married Professional Social Worker," The Professional Woman, 525-35.

VIII. THERAPY

Broverman, I., Broverman, D., Clarkson, F., Rosenkrantz, P. and Vogel, S. "Sex-Role Stereotypes and Clinical Judgments of Mental Health," Journal of Consulting and Clinical Psychology, 34(1) (1970), 1-7.
Chesler, P. "Patient and Patriarch: Women in the Psychotherapeutic Relationship," in G and M, 362-92.
Kronsky, B. J. "Feminism and Psychotherapy," Journal of Contemporary Psychotherapy, 3 (1971).
Miller, J. B. "Psychological Consequences of Sexual Inequality," American Journal of Orthopsychiatry, 41(5) (1971), 767-75.
Rice, J. K. and Rice, D. G. "Implications of the Women's Liberation Movement for Psychotherapy," American Journal of Psychiatry, 130(2) (1973), 191-96.
Stevens, B. "The Psychotherapist and Women's Liberation," Social Work, 16(3) (1971), 12-18.
Weissman, M. "The Depressed Woman: Recent Research," Social Work, 17(5) (1972), 19-25.

Additional Readings

Agel, J. The Radical Therapist, Part III, "Women and Men" (Ballantine Books, 1971).
Chesler, P. Women and Madness (Doubleday and Company, Inc., 1972).

IX. DIRECTIONS FOR SOCIAL CHANGE

Garskof. Roles Women Play, Section III.
Decter, M. "Toward the New Chastity," Atlantic (August, 1972).
Dixon, M. "The Restless Eagles: Women's Liberation 1969," Motive, 29 (6 and 7), pp. 18-23.
Farrell, W. "Men - Guidelines for Consciousness-Raising," Ms. (February, 1973).
Firestone, S. "On American Feminism," in G and M, pp. 665-686.
Gilder, G. "The Suicide of the Sexes," Harpers (July, 1973).
Goldberg and Rueger. "Men's Lib," Human Behavior (April, 1973).
Hawley, A. "A Man's View," Motive, 29, pp. 72-75.
Levine, S. "One Man's Experience (with CR)," Ms. (February, 1973).
Micossi, A. "Conversion to Women's Lib," Trans-Action (November/December, 1970), pp. 82-90.

Revised - November, 1973
by Tamar Berkowitz

Women's Studies Programs

The programs in Women's Studies listed below are interdisciplinary: i.e., they combine courses in literature, language, or culture, with work in sociology, anthropology, economics, political science, history, philosophy, psychology, biology, and related fields. Some programs offer minors, others award the B.A., still others the M.A. Programs listed without a specific label offer a roster of elective courses. Where no chairperson is listed, either the program is still in the process of organization or it has chosen to function through a committee, rather than a single individual.

Alabama, U of, Tuscaloosa 35486--Women's Studies, College of Arts and Sciences
Alverno C, 3401 S 39 St, Milwaukee, Wisc 53215--Research Center on Women, Mary Austin Doherty, Co-dir
Antioch C, Yellow Springs O 45387--Women's Studies
Arizona, U of, Tucson 85721--Women's Studies
Barnard C, New York, N Y 10027--The Women's Center, Jane Gould, Dir
Brooklyn C, CUNY, Brooklyn, N Y 11210--Women's Studies, Evelyn Raskin (psychology), Pamella Farley (English), Coordinators
Cabrillo C, Aptos, Calif 95003--Women's Studies, Joyce Ungar, Coordinator
California S C, Bakersfield, Bakersfield 93309--Women's Studies, Jane Lester Watts, Coordinator
California S C, Hayward, 25800 Hillary Rd, Hayward 94542--Women's Studies
California S C, San Bernardino, San Bernardino 92407--Women's Studies, Gloria Cowan, Coordinator
California S U, Chico, Chico 95926--Women's Studies, Gayle Kimball, Coordinator: program offers a minor
California S U, Fresno, Fresno 93726--Women's Studies, Phyllis Irwin, Coordinator: program offers a minor
California S U, Humboldt, Arcata 95521--Women's Studies, Katherine Marshall, Coordinator
California S U, Long Beach, Long Beach 90801--Women's Studies, Deborah Rosenfelt (English), Coordinator
California S U, Sacramento, Sacramento 95819--Women's Studies Committee: program offers a minor
California S U, San Diego, 5402 College Ave, San Diego 92115--Women's Studies
California S U, San Francisco, San Francisco 94132--Women's Studies Committee, Beatrice Bain, Coordinator: program offers a major with a focus on women leading to the B.A. degree
California S U, San Jose, San Jose 95114--Women's Studies Committee, Fauneil J Rinn (political science), Chairperson: program offers a minor
California S U, Sonoma, Rohnert Park 94928--Women's Studies, J J Wilson (English), Coordinator
California, U of, Berkeley, 201 Sproul, Berkeley 94720--Campus Women's Forum, Betty Jones, Coordinator

California, U of, Irvine, Irvine 92664--Women's Studies Committee
California, U of, Los Angeles, Los Angeles 90024--Women's Resource Center, Carol Adams, Dir
California, U of, Santa Cruz, Santa Cruz 95060--Women's Studies Committee, Madeline Hummel (Adlai E Stevenson College), Coordinator
Cambridge Goddard Graduate School for Social Change, 5 Upland Rd, Cambridge, Mass 02140--Feminist Studies: program offers the M.A. degree
City C, CUNY, New York, N Y 10031--Women's Studies, Barbara Watson (English), Coordinator
CUNY, Staten Island Community C of, 715 Ocean Terrace, Staten Island 10301--Women's Studies, Terry O'Connor, Acting Coordinator
Cornell U, Ithaca, N Y 14850--Women's Studies, Jennie Farlie, Dir
Delaware, U of, Newark 19711--Women's Studies Committee, Mae R Carter (continuing education), Chairperson
Diablo Valley C, Pleasant Hill, Calif 94523--Women's Studies, Marilyn Braiger, Coordinator
Douglass C, New Brunswick, N J 08903--Women's Studies, Elaine Showalter (English): program offers the M.A. degree
Five Colleges (Amherst C; Hampshire C; Massachusetts, U of, Amherst; Mount Holyoke C; Smith C)--Women's Studies Committee, Susan Bourque (government), Smith C, Northampton, Mass 01060; Gayle Hollander (social science), Hampshire C, Amherst, Mass 01002, Co-coordinators
George Washington U, Washington, D C 20006--Women's Studies Committee, Graduate School of Arts and Sciences, Ruth Osborn, Coordinator: program offers the M.A. degree
Goddard C, Plainfield, Vt 05667--Feminist Studies, Sally Binford, Marilyn Webb, Co-coordinators: program offers the B.A. degree. A Masters of Arts in Women's Studies may be pursued as part of Goddard's non-resident Graduate Program
Golden Gate U, San Francisco, Calif 94105--Women's Studies, Maureen Deschler, Coordinator
Governors State U, Park Forest South, Ill 60466--Women's Studies, Sandra Whitaker, Coordinator
Hampshire C, Amherst, Mass 01002--Feminist Studies--Debbie Curtis, Coordinator
Hawaii, U of, Honolulu 96822--Women's Studies, Donna Haraway (general science): program offers the B.A. degree
Hobart & William Smith Colleges, Geneva, N Y 14456--Women's Studies, Janet M Wedel, Coordinator: program offers "individual major" in Women's Studies
Hunter C, CUNY, New York, N Y 10021--Committee on Women's Studies, Sarah B Pomeroy (classics), Coordinator
Indiana U, Memorial Hall 219X, Bloomington 47401--Women's Studies, Ellen Dwyer, Dir
Kansas, U of, Lawrence 66044--Women's Studies, Janet Sharistanian (English), Coordinator: program offers a "special major leading to the B.A. or B.G.S. degree
Laney C, Oakland, Calif 94606--Women's Studies Committee, Laura B Stenson, Coordinator
Los Angeles Harbor C, 1111 Figueroa Pl, Wilmington, Calif 90744--Women's Studies, Claudia Fonda-Bonardi, Coordinator: program offers the A.A. degree
Massachusetts, U of, Amherst, Amherst 01002--Women's Studies Committee, Judy Shortsleeves (psychology), Coordinator: program offers the B.A. degree
Massachusetts, U of, Boston, Boston 02116--Women's Studies, Mary Anne Ferguson (English), Coordinator
Michigan, U of, Ann Arbor 48104--Women's Studies Program

Minnesota, U of, 114 Johnston Hall, Minneapolis 55455--Women's Studies, Toni H McNaron, Coordinator
Mundelein C, Chicago, Ill 60626--Women's Studies, Ann B Matasar, Coordinator
Nevada, U of, Reno 89507--Women's Studies Committee, Ann Howard, Chairperson
New Mexico, U of, Albuquerque 87131--Women's Studies Collective, Gail Baker, Coordinator
New Rochelle, C of, New Rochelle, N Y 10801--Women's Studies, Katherine Henderson, Dir
New York, S U of, Albany, 1400 Washington Ave, Albany 12222--Women's Studies June Hahner (history), Dir: program offers a minor
New York, S U of, Buffalo, 108 Winspear Ave, Buffalo 14214--College of Women's Studies, Liz Kennedy, Coordinator
New York, S U C, Old Westbury 11568--Women's Studies, Florence Howe, Coordinator: program offers the B.A. degree
Northeastern Illinois U, Chicago 60625--Women's Studies Committee, Donna Iven, Chairperson
Oregon S U, Corvallis 97331--Women's Studies, Jeanne Dost, Dir
Oregon, U of, Eugene 97403--Women's Studies, Joan Acker (sociology), Coordinator
Pennsylvania, U of, Philadelphia 19104--Women's Studies, Ann Beuf, Coordinator
Pittsburgh, U of, Pittsburgh, Pa 15213--Women's Studies, Mary Louise Briscoe (English), Coordinator
Portland S U, Portland, Ore 97207--Women's Studies, Nancy Porter (English), Coordinator
Puget Sound, U of, Tacoma, Wash 98416--Women's Studies, Chris Smith, Coordinator
Queens C, CUNY, Flushing, N Y 11367--Women's Studies Committee, Wendy Martin (English), Coordinator
Ramapo C, Mahwah, N J 07430--Women's Studies (School of Human Environment), Lynne Farrow, Coordinator
Richmond C, CUNY, Staten Island, N Y 10301--Women's Studies, Bertha Harris, Coordinator: program offers the B.A. degree
Roger Williams C and University Without Walls, 24 DeBaun Ave, Suffern, N Y 10901--Women's Studies, Lynne Farrow, Coordinator: program offers a dual B.A. from Roger Williams C (Rhode Island) and University Without Walls (Ohio)
Rutgers U, Newark C of Arts and Sciences, Newark N J 07102--Women's Studies, Marie Collins (French), Beth Niemi (economics), Janet Siskind (anthropology), Coordinators: program offers a minor
Sangamon S U, Springfield, Ill 62703--Women's Studies, Elizabeth Saries, Coordinator
Sarah Lawrence C, Bronxville, N Y 10708--Women's History Program, Gerda Lerner, Co-dir: program offers the M.A. degree in Women's History
South Carolina, U of, Columbia 29208--Women's Studies Institute, Constance Ashton Myers, Coordinator: program offers a minor
South Florida, U of, Tampa 33620--Women's Studies (College of Social & Behavioral Science), Juanita H. Williams, Dir
Southern Illinois U, Edwardsville 62025--Women's Studies, Sheila Ruth (philosophy), Dir
Southern Methodist U, Dallas, Tex 75275--Women's Studies, Annette Allen, Coordinator
Stockton S C, Romona, N J 08240--Women's Studies Committee, Suzanne Levin, Coordinator
Towson S C, Towson, Md 21204--Women's Studies, Elaine R Hedges (English) and Sara Coulter (English), Coordinators

Utah, U of, Salt Lake City 84112--Women's Resource Center, Shauna Adix, Dir
Washington, U of, Seattle 98105--Women's Studies, Mary Aickin, Coordinator: program offers the B.A. degree
Wayne County C C, Detroit, Mich 48201--Women's Studies, Julie Stindt, Coordinator
Weber S C, Ogden, Utah 84403--Women's Activities, Sue Stevenson, Coordinator
Wesleyan U, Middletown, Conn 06457--Women's Studies, Sheila Tobias, Coordinator
Western Washington S C, Bellingham, Wash 98225--Women's Studies, Meredith Cary, Coordinator: program offers a minor
Wisconsin S U, Oshkosh 54901--Women's Studies Committee, Bani Mahadeva, Chairperson
Wisconsin, U of, Milwaukee 53201--Women's Studies Committee, Lila Fraser, Coordinator
Wittenberg U, Springfield, O 45501--Woman and the Human Revolution, Patricia O'Connor, Coordinator

Gayle Kimball
Coordinator

CALIFORNIA STATE UNIVERSITY, CHICO
Chico, California 95926

WOMAN'S STUDIES PROGRAM

Chico's Woman's Studies program is an attempt to develop understanding and appreciation of women's contributions to history, literature, religion, science, the arts, politics, the professions, the family, and many other areas. It is an effort to provide women students with an area of study which pertains directly to them and their experience in this society, including past history, present circumstances, and future possibilities. It aims to develop a long-overdue appreciation of the female as an important and vital being, and to support the development of her intellectual potential; to develop consciousness of what it means to be female, of her perceptions, and of her status in society.

The Minor: Chico offers an interdisciplinary minor degree in Woman's Studies.
Requirements: Twenty units of Woman's Studies courses, including W.S. 10 and W.S. 290

Courses

Anthropology 208: Women's Roles Cross-Culturally
English 297X: Antifeminist Satire in Literature
English 297Y: Images of Women in Western Literature
English 297Y: Women Writers
English 297Y: Heroines in English Fiction
History 273: History of Women in America
History 295D: Undergraduate Seminar in Special Fields: Women's Studies-American Women as Reformers
Philosophy 137: Feminist Thought
Physical Education 255: Body Concept and Movement
Political Science 225: Women and Politics
Psychology 130A: Contemporary Issues--Psychology of Women
Religious Studies 110: Archetypes of Women in Religion
Social Welfare 296: The Independent Woman
Sociology 195A: Sociology of Woman
Woman's Studies 10: Introduction to Woman's Studies
Woman's Studies 201: Women in the Arts
Woman's Studies 290: Senior Research Seminar

Woman's Studies Center: Near the campus, its activities include: a speaker's bureau, programs and discussions dealing with various topics of special interest to women, small consciousness-raising groups, abortion information, work towards a woman's clinic, etc. The Center is staffed entirely by volunteers, and is primarily a place devoted to the needs of community and college women in the Chico area.

Woman's Resource Center: Proposed for the near future, it will be a central clearing-house and coordinator for all projects involving women: counseling, classes, volunteer work, club and church activities, etc. It will reach out to all colleges in consortium with Chico State University, and serve the college and community women of North-Eastern California.

Katherine Marshall
Coordinator

CALIFORNIA STATE UNIVERSITY, HUMBOLDT
Arcata, California 95221

WOMEN'S STUDIES IN GENERAL EDUCATION

[Ed. note: This proposal was passed by the Curriculum Committee in January, 1973.]

The thematic approach of Women's Studies is an ideal vehicle for the pursuit of the general education goals of inter and multidisciplinary academic knowledge. The student should gain cognitive knowledge as well as affective understanding of the cultural milieu in which he/she lives.

Rationale for Women's Studies in General Education:

To date, the principal utilization of women in our society and that of other cultures has been her reproductive capacity and her ability to raise children. With the increase of affluence in societies, the movements toward civil rights for all persons, changes in laws that affect persons of different sexes and races, has come a recognition of the inequity of this treatment of women. Dramatic changes have occurred in the patterns of thought about racial and sexual differences. In the past, the treatment of women in our society, like that of most racial minority groups, has been an encouragement of assimilation: that is, train them to conform to society's expectations of them. The reactionary response to this policy has been a movement toward isolationism. The proposed block of courses in this program is designed, among other things, to mitigate these polarities.

Objectives of the Women's Studies Program:

We would like to look at past and present policies of treatment of women in societies. We are interested in presenting a view that would help to give women the dignity, respect, and status in our culture that will in the long run improve human relationships. If we can learn to use those resources that have not been used, the culture as a whole is bound to benefit, and women's abilities and contributions will gain the respect and dignity they deserve.

We intend to explore the nature of women, physically, psychologically, and sociologically. What characterizes women as individuals? What similarities and differences exist between men and women? What are the sources of these differences? A particular question we intend to concentrate on is that of whether or not present societal differences in treatment of men and women are justified; or whether greater benefits might accrue if differences in treatment were humanized on an asexual basis.

We would also like students to become knowledgeable about what women have done in the past; in particular about the successes and failure, the trials

and triumphs of those few women who did challenge society's role expectations. Then, as our culture has become more technologically oriented and physical strength and size have become less important for the performance of so many tasks, we would like our students to speculate, to imagine, to open their minds to a future of unrestricted expectations with constantly changing roles for women and men, individually, culturally, and socially.

Future Directors of the Program:

It is not possible to predict at this time what will happen in this field, which is at present in a state of burgeoning activity. We do not know what findings of present ongoing research will be nor do we know what the demands of our students or the resources of the University will be. One traditional direction would be the development of a major or minor in Woman's Studies. We do not wish to speculate at this point. We do not think that the future direction that Women's Studies at Humboldt may take has significant bearing on the validity of the present proposal. We believe our present proposal is an excellent one; one which will meet the of a wide variety of students, and one which fits the interdisciplinary objectives as we understand the intent of the new upper-division requirements in general education. We have every expectation that students who plan to major in a variety of fields will benefit by their participation in this program.

Some students and staff have questioned the extent to which there will be an ethnic component or emphasis in the program. We feel that this question can only be answered by the ethnic peoples involved; it would be presumptuous for us to speak for them at this time. However, we fully intend to cover the problems of women from minority groups to the extent that we are knowledgeable in this area, and to make use of such resources as guest speakers from among the minority students, staff, and local community women. But we are simply not competent to deal with the problems of women from minority cultures in any depth at this time. The success of the Affirmative Action program for the hiring of minority staff and women staff will certainly have a bearing on this position and on the direction the Women's Studies program may take in the future.

It should be clear from the above that the program we are proposing is limited by our current resources in terms of staff availability, strengths, and interests. While limited, however, we feel that it has the diversity and richness to meet every requirement for a multidisciplinary general education program and will be of great benefit to the students at Humboldt State University if approved. We have built into the proposal provisions for expansion and coverage of areas which we feel are important but currently are not included in the program. Presently, we feel that our priorities for additions to the program are: (1) Literature; (2) Physical education and Health Sciences; (3) Education; (4) Art.

Summary of the Proposed Program

Inherent within a plan of separate courses in general education is the problem that the student will merely take a series of unrelated courses, or courses related in title only. In the proposed program the simple

labeling of a series of courses with "women" is not general education as we visualize the concept. To insure general education in an integrated, coordinated, inter and multidisciplinary manner, the proposed block of courses will have the following features:

(1) Each student electing this block for general education will be required to take an integrative seminar course, IS 101, for 1 unit per quarter concomitant with enrollment in one or more of the courses in the GE block in Women's Studies program. This seminar will be conducted by a faculty member, selected by vote of the faculty teaching in women's studies, who will be required to have 2 units of IS 101 credit for completion of the GE requirement.

(2) Each student will be required to take IS 102 during the spring quarter. This course, developed by students in the course of the IS 101 classes taken the preceding quarters, will be taught as a large lecture class. The faculty member assigned this course, in all probability the IS 101 instructor, will act as coordinator of the program. The faculty member will be selected by vote of the instructors of the courses in the GE Women's Studies block.

(3) In addition to the IS 101-102 requirements, each student must select 16 additional units of course work from a list of approved courses in the various disciplines.

(4) Faculty who teach courses in the Women's Studies GE block will be expected to meet regularly, as a group, with the coordinator (the IS 101-102 instructor). The aim of these meetings will be to insure continuing development of an integrated inter-multidisciplinary program of Women's Studies for General Education. Faculty accepting teaching assignment to this program will be expected to commit themselves to this regular involvement as a segment of the course presentation.

PROGRAM STRUCTURE

This program offers 20 units of upper-division credit toward completion of General Education at California State University, Humboldt.

Course Requirements

Students participating in Women's Studies in General Education must take the following: IS 101 twice, IS 102 once, and at least sixteen units from the package for a total of 20 units.

Procedure for Adding New Courses

1. Courses to be added to this program must be approved by the Council on Women's Studies in General Education composed of instructors of currently offered courses. The Coordinator shall chair the council.

2. Courses approved by the Council shall be taken to students enrolled in the program and any relevant department and/or school committees for consideration and vote.

3. Courses approved by the above process shall be presented to the University Curriculum Committee for its approval.

Judith Stelboum
Coordinator

CUNY, STATEN ISLAND COMMUNITY COLLEGE
Staten Island, N.Y. 10301

WOMEN'S STUDIES

A year and a half ago, a group of women at Staten Island Community College got together to introduce courses that would deal with women's experiences. These courses are intended to develop analytical skills and to help women orient themselves not only personally, but socially and intellectually. They are one aspect of a rapidly growing program that will answer the specific needs of women, both students and faculty. In addition to these courses, SICC women have organized an active women's coalition and a Women's Center on campus. Besides being a place for women to meet and plan programs, the Women's Center will offer personal and career counselling for women and will be a source of support and encouragement for all women at SICC--from full-time day members to part-time evening students.

The following are course descriptions and goals described by women teaching those coursee in the evening and day sessions. Any student desiring further information about the courses may get in touch with any of the faculty members teaching them.

Writings by Women (6) — Carol Vine

The students will examine traditional attitudes toward women in our society as analyzed by women writers of essays and fiction. The course will aim at redefining women's roles and is intended to develop in individual students a sense of worth and social commitment that comes from such a redefinition. The course will focus primarily on students' own personal experiences and perceptions about their roles as women.

Essays from Sisterhood is Powerful, Women in Sexist Society, The Feminine Mystique, selected short stories by Doris Lessing and others will be discussed in relation to the personal lives of the students in the class. Topics such as sexuality, careers, women in media, and women in the family will be explored. Classes will be discussion-oriented and will be conducted so that a supportive atmosphere is created and in which freedom of expression is encouraged.

College Discovery (3) — Ruth Goodman, Roberta Vogel

An attempt will be made to define sex roles through the personal experience of class participants. Once defined, students will be encouraged to explore how these roles are developed from childhood, through the family and the structure of society. The course will deal with issues relevant to the role of women in the urban environment. Such issues would include: abortion, child care, marriage and the family, careers, sexuality. We will relate these issues to the prevailing sex role definitions existing in the various sub-cultural groups.

The course will be geared toward viewing the changing of sex roles as an avenue of furthering the development of human potential as well as a way of effecting meaningful social change.

American History from 1840-1917 (3) Alison Bernstein
Basically this is an in-depth study of the major reformist movements of the ante-bellum period, namely Abolitionism and Woman's Rights; the impact of slavery on the economic, social and political fabric of the country; and finally, the coming of the Civil War, the Period of Reconstruction and the eventual establishment of a Jim Crow system of Race Relations.

Most of our readings will be in original documents of the period. Also we will be looking at Alice Tyler's Freedom's Ferment, The History of Woman Suffrage, ed. by E. C. Stanton, S. B. Anthony and M. J. Gage; James McPherson's Black Abolitionists; David Donald's Why the North Won the Civil War; Willie Lee Rose's Rehearsal for Reconstruction: The Port Royal Experiment; and finally C. Vann Woodward's The Strange Career of Jim Crow.

Basic Writings of the Women's Movement (5) Judith Stelboum
This course is equivalent to introductory freshman English (English 110) and students will receive credit for the first term of English. The aim of the course is to educate women to the processes of socialization which have affected their lives. In addition to having speakers visit us and our making "field trips," we will discuss selected tapes, films, and selections from the following: Women in Sexist Society, Notes from the Third Year, excerpts from The Second Sex, The Dialectics of Sex, and selected short stories.

Women Novelists (3) Sandra Adickes
This course will be of particular value to students who have previously been involved in consciousness raising and who are now prepared to confront women's experience in a more systematic way. I came from a working class background and have gained a large measure of self realization from acquiring skills of which I once thought myself incapable. I would like to share these skills as well as to explore and perhaps redefine the meaning of education and scholarship with others. I enjoy individual discovery and working collectively and hope students will do the same. The course will deal with areas of women's experience as women novelists have consciously and artistically recorded them. We may begin with a Gothic novel, probably by Ann Radcliff and go on to Jane Austen, Charlotte and Emily Bronte, George Eliot, Virginia Woolf and Doris Lessing.

Women and Literature (3) Joan Hartman
Reading, writing and talking about women in society; ourselves and women as they appear in fiction, British and American, by and about women. The writers to be read: Jane Austen, Edith Wharton, D. H. Lawrence, Philip Ross, Doris Lessing. Some questions that interest me: social and cultural definitions of women's roles; what it means to be a feminist writer, a feminist reader. The emphasis of the course, the questions we write and talk about will be determined by the interests and needs of the class.

Woman as Hero I (3) Teresa O'Connor
This is the first term of a possible two-semester course. We shall deal

with certain questions: the nature of heroism and the possibility of heroic action for women as shown in literature, film and myth. I would also like to explore the nature and heroism in the anonymity of most women's lives, including our own. I hope that much of the direction of the class will be shaped by our own interests as they reveal themselves. It is most important to me that women become active and assertive in their own educations and for this reason I like classes in which everyone actively participates in serious study of important questions and in which everyone's voice is respected.

In the Spring, 1973, term we have been discussing Sophocles' Antigone, Anouilh's Antigone, selections from the Bible, from Aristotle and St. Jerome, selections from The Canterbury Tales, A Doll's House by Ibsen, Shirley by Charlotte Bronte, and possibly a book by Doris Lessing or Virginia Woolf. I like students to keep a private journal from which they may read in class. In addition, students are expected to involve themselves in a term project, such as becoming an "expert" on one woman, or writing a biography of three generations of women in your own family, or directing interviews of selected groups or anything else that a student might decide is useful work.

Women as History(3) Manuela Dobos

This course is an attempt to understand the social-psychological, economic and political consequences of the subordination of women. We will trace its effects on society from the rise of patriarchy in antiquity to the industrialized world of today. Special emphasis will be given to the influence of class and caste on women's roles, and the development of feminism. The class will be run as a seminar and everyone is expected to participate in the group's efforts to evaluate various materials as well as complete a term-project in oral history or other original research.

Women's Drama Workshop (3) Sue Perlgut

Workshop, the theme of which is the role of women in the Culture Street Theater and improvisation techniques explored with emphasis on the personal experience of the members of the class. References also to the literature of the theater relevant to the women's movement.

Steering Committee: Peggy Snyder, Marcia Watson, Sharon Feucht, Sue Cobey, Donna Shavlik, Susana Occhi

UNIVERSITY OF DELAWARE
Newark, Delaware 19711

WARNER WOMEN'S STUDIES RESIDENCE HALL

[Ed. note: Courses in women's studies at Delaware are coordinated by the Women's Studies Committee of the College of Arts and Sciences. Chairperson: Mae R. Carter, Division of Continuing Education]

Introduction

The decade of the seventies promises a major redefinition of traditional societal ideas and values. Chief among these is the status of women - what does it mean to be a woman in this age of rapidly advancing technology? The answer to this question is to be found in the awareness of men and women of themselves and of their relationships with others. Individuals should be free to express themselves regardless of socially ascribed roles; the same options should be available for both men and women. With such choices available, there will be a need for a new definition of interpersonal relationships. An excellent way of examining these options and interpersonal relationships at the University of Delaware is through a living-learning experience where people have the opportunity to express feelings in a familiar and comfortable environment. The Warner Women's Studies Residence Hall will attempt to establish such an environment next year for the residents and the campus.

History

Women's Studies as Special Interest Housing is an outgrowth of ideas from a group of Warner Hall residents studying the History of the Women's College of Delaware, from women interested in the awareness of women at the University today, and from women in the Women's Studies classes.

The History group originated in the Spring of 1972, when some students living in Warner Hall formulated the idea of preserving and restoring Warner's art objects and the building itself. Built in 1914, as the original residence hall for the Women's College of Delaware, Warner houses a great deal of the history of that institution in the form of paintings, silver, china, furniture, and assorted memorabilia which have been donated to the Hall. Through the years the valuables have been locked away, the furniture has deteriorated, and the paintings have chipped and yellowed. It was the hope of Warner's residents to work together to restore the Hall to its former beauty, and to compile a comprehensive History of the Women's College and its students. To accomplish this and involve all residents, the History group wanted to have Warner Hall as a special interest hall with a focus on History.

At the same time as the women's History group began, a University course focusing on Women's Studies was planned. As a result of this course and a second course given in Spring, 1973, a women's emphasis conference and dis-

cussions among various community and campus women's groups, women became aware of the need for expressing the concerns, questions, ideas, and problems that they face as women. The courses and the conference barely had time to skim the surface of the many special concerns of women at the University. One of the several ideas for ways to insure the continuous examination of these concerns was the establishment of a special interest residence hall where students could combine intellectual pursuits with discussion and programs involving other students, faculty and members of the community.

The Office of Residence Life, when approached by two groups requesting special interest housing, realized that they had much to offer each other and suggested a merger. This idea was acceptable to most of the planners involved in the two projects. It seemed that the History focus could provide a valuable perspective for women's awareness which could in turn offer a broader base of projects for the History focus. Warner Hall, with its historical significance for women, its large lounge and its convenient facilities, seemed like an excellent choice for the consolidation of the projects.

Goals, Interest Areas and Faculty-Staff

Students involved in the Women's Studies Emphasis will translate their specific interests into projects. Some projects will receive academic credit. The following general goals will be utilized in developing projects. They are:

1. To develop a historical perspective by tracing the history of women and women's groups such as the Women's College of Delaware
2. To promote an awareness in women of themselves, their life patterns and how these reflect on their futures
3. To extend this awareness to the total campus community by initiating programming for the campus
4. To expand the concepts of women's studies to a broader group of students
5. To eliminate sex role stereotyping as much as possible
6. To promote an awareness of human relationships
7. To create a sense of pride in being a woman
8. To enhance academic learning and studying
9. To provide a place for people to share ideas and develop themselves in a way not possible in the classroom.

Areas of interest for projects include:

History of Women	Women's Organizations	Women as Consumers and Providers of Health Care
The Feminist Movement	Women and Careers	
The History of Women University of Delaware	Women in Education	
Women in Religion	Women in the Labor Force	Women in Politics and Government
Women and the Law	Women and their Bodies	Women's Theater
Child Care	Human Relationships	Anti-Women's Liberation or the Status Quo
Sexism in the Media	Sexism in Sports	

Faculty and staff members have been extremely supportive of the concept of a Women's Studies Hall. Individual members, faculty, and staff in the departments and offices of Sociology, Psychology, English, Anthropology, Physical Education, Child Development, History, Counseling and Student Development,

Residence Life, Dean of Students, and the entire Women's Studies Committee of the College of Liberal Arts and Sciences have agreed to assist individuals and groups with programs and projects.

Women Student Residents

Women undergraduate students were chosen to be a part of Warner Women's Studies Hall by applications and interviews with a screening committee composed of two students, the present Hall Director, an Associate Dean of Students, and a faculty member. Priority was given to present Warner residents and women requesting roommates in Warner as long as their projects were as well defined as those of other campus women. Specific room assignments are made according to Residence Life Policies.

The process for evaluation will be planned and executed by the Hall participants and will include peer and self-evaluation. Program participants will engage in an evaluation of their projects five weeks into the semester. At this time, further suggestions for ongoing projects may be made. The progress of the entire Hall will be evaluated at the end of each semester according to the guidelines of the Residence Life Office Special Interest Housing Handbook.

Students interested in having the Women's Special Interest Hall formed a steering committee who prepared this report. The committee will help participants make preparations for the fall semester, and guide the entire program until the residents select their own government in the Fall. Members of this committee will be available to offer suggestions to participants.

It is the intention of the Warner Women's Studies Residence Hall to coordinate their programs with those of related groups, such as the Free University, the Men's Exit Dorm (a career preparation house for upperclassmen), the Women's Co-op House, the Women's Resource Center, the University and the community.

Conclusion

The students who participate in the Warner Women's Studies Residence Hall will have the opportunity to gain insight into themselves as women. Feedback from other residents with common as well as different points of view will provide a constant source of new information. They will have access to resource materials in the Hall. And those who wish may become involved in the organizational aspects of the Hall where they will gain invaluable leadership experience, and will have the opportunity to work directly with faculty, administration, alumnae, and each other. Each person through her individual project and the sharing and interaction of her ideas with others both in the Hall and on the campus will begin to reevaluate her own priorities and life goals. As a result, each woman should become better prepared for her future.

Ruth H. Osborn
Coordinator, Committee on Women Studies

THE GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF ARTS AND SCIENCES
Washington, D.C. 200006

MASTER OF ARTS IN SPECIAL STUDIES: AREA OF CONCENTRATION IN WOMEN STUDIES

The Program

This graduate program evolved from an awareness among faculty and administrative staff of the need to present a systematic, interdisciplinary approach to Women Studies, designed to prepare students for professional careers in (1) counseling and career development; (2) supervision and management; (3) teaching in Women Studies and research related to women. The student may combine advanced study in the main area of specialization with courses that provide an understanding of developments in related fields.

The program provides the opportunity, as appropriate, to combine courses from the professional schools at George Washington University (such as education, law, and government and business administration) with selections from the Graduate School of Arts and Sciences, or, as appropriate, from institutions within the Consortium of Universities of the Metropolitan Area, Inc. Each student works closely with the Coordinator of the Committee to design a program which meets individual goals.

Curricula

This interdisciplinary degree program is designed to allow a maximum of flexibility. In addition to the 12 required semester hours in Women Studies, the remaining 24 hours may be chosen from those fields which are pertinent to the student's specific academic goal. The proposed curriculum must be approved by the Committee on Women Studies and by the Graduate School of Arts and Sciences.

The Women Studies curriculum consists of 36 semester hours of course work, with or without a thesis, including 18 semester hours in the arts and sciences (e.g., anthropology, economics, literature, philosophy, physiology, psychology, sociology, etc.) with no more than one-third (12 semester hours) from any single department.

Required courses (12 semester hours in Women Studies):

*Women Studies 220 Selected Topics on Women (3)
Research and theory from the disciplines of anthropology, economics, history, literature, philosophy, physiology, psychology, and sociology.

*Women Studies 221 Seminar: Women in Perspective (3)
Past, present, and developing roles of women, based on interdisciplinary study. Prerequisite: W St 220.

*These courses are open to selected seniors as well as graduate students with approval of the Committee on Women Studies.

and either

Women Studies 283 Practicum in Women Studies (3)
Field experience in agencies engaged in counseling, instruction, or supervision of women, and in related research.

and

Women Studies 295 Independent Research in Women Studies (3)
Supervised independent research. Students will be expected to contribute to the present body of knowledge in the historical literary, or statistical study of women.

or

Women Studies 299-300 Thesis Research (3-3)

Candidates must pass a written Master's Comprehensive Examination, which will be administered on a specified date each semester to those who have fulfilled all degree requirements by the end of that semester. Graduate students are expected to maintain a minimum average of B (3.00) in all course work. There are no tool or thesis requirements.

Admission

Students applying for degree candidacy in the Women Studies degree program must meet the entrance requirements of the Graduate School of Arts and Sciences. A Bachelor's degree with a B average (or equivalent) from an accredited college or university is required. Applicants are not required to take the Graduate Record Examination. An official transcript from each college or university attended and four letters of reference are required.

A maximum of 6 semester hours of credit toward a Master's degree may under certain circumstances be granted for work taken in nondegree status at this University (before application to a degree program and while the application is being processed), or by transfer of credit for approved graduate course work taken at another accredited college or university.

Donna Haraway
Coordinator

UNIVERSITY OF HAWAII, MANOA
Honolulu, Hawaii 96822

WOMEN'S STUDIES LIBERAL STUDIES PROGRAM

A Bachelor of Arts in Women's Studies is now available through the Liberal Studies Department. The program permits qualified undergraduates to construct their own multi-disciplinary curriculum with the advice and consent of the program director and a faculty member of their choice. The degree requires students to (1) meet general university and Arts and Sciences degree and credit requirements (including foreign language) and (2) maintain a 2.5 grade point ratio in the major equivalent of 36 credits.

Recommended for the major are the basics of an academic discipline (art, anthropology, biology, history, literature, political science, psychology, sociology, statistics, or the like) which will provide students with skills, content, and techniques to apply to topics and issues relating to women.

The core courses for women's studies are primarily concerned with (1) a critical exploration and analysis of the methodology and assumptions of traditional disciplines and (2) content in areas relating to women specifically. At present these courses are now being offered:

HISTORY 489 Sex Stereotypes in History: Definition (3 units)
Focus is on the history of ideas defining women, those stereotypes which equated Woman with sex and prescribed traditional roles and those ideas which allowed women other possibilities. Stereotypes will be tested with cross-cultural materials. (fall semester)

HISTORY 490 Sex Stereotypes in History: Protest (3 units)
Two general questions will be examined. Under what conditions do women protest? How do women's protest movements compare in time and space? (spring semester)

IS 397 Legal Status of Women (3 units)
Institutional and behavioral approach to current legal and political position of women in the United States. Common law, judicial decisions, and federal-state legislation affecting women of various socio-economic groups. (Each semester)

IS 497 Literature of Women (3 units)
Literature in journals by women of several cultures: survival, political and social relations, myths, characters. Alternatives to stereotyped roles. (Each semester)

ED FOUNDATIONS 498 History of Women's Education in the United States (3 units)
An experimental course giving attention to both the formal and informal education available to and taken advantage of by American women in the past. (Each semester)

PUBLIC HEALTH 639 Gerontology (3 units)
Interdisciplinary consideration of the aging process, problems of the aged, attitudes toward old people. Special problems relate aging to women: widowhood, economic security, consumer protection, social planning. Open to undergraduates. (Each semester)

SCIENCE 397 Sex Differences in the Life Cycle (3 units)
Consideration of physiological processes in female and male life cycles. Planned to fulfill lab science requirement.

In addition courses dealing with male/female comparisons include:

HUMAN DEVELOPMENT 207 (3) Shifting Sex Roles in Contemporary Societies
HOMAN DEVELOPMENT 444 (3) Male-Female Subcultures
AMERICAN STUDIES 490V (3) Images of Men and Women in American Fiction
ENGLISH 479 (3) Images of Women in American Literature

Elizabeth H. Kaynor, Coordinator
Rebecca W. Carney, Acting Coordinator

MIAMI-DADE COMMUNITY COLLEGE
Downtown Campus
Miami, Florida 33132

THE GREATER MIAMI COUNCIL FOR THE CONTINUING EDUCATION OF WOMEN

[Ed. note: The following material is taken from a brochure, The CCEW Story. Substantial portions have been omitted because of space limitations.]

History

CCEW was established in October 1965 by a group of women leaders as a community service with a comprehensive program to encourage women to continue their education at all levels through resources available in the Greater Miami area. Doors opened with a volunteer staff in temporary quarters provided by the University of Miami on its main campus in April 1966 following the formation of a steering committee, the preparation of a set of by-laws, the creation of a Council consisting of representatives of the area's educational institutions, business and professional leaders, civic-minded citizens from the community, and the commitment of regular volunteer hours in the CCEW office from large women's organizations.

Original funding as a pilot project came in August 1966 from a community-contributing three-year grant from Title I of the Higher Education Act of 1965 awarded to the University of Miami. In October 1966 CCEW was headquartered at the University's Koubek Center, a centrally located off-campus facility. After the completion of three formative years, CCEW became a part of Miami-Dade Community College in May 1969. Its Center became a Continuing Education service of the new Downtown Campus in June 1970.

Structure

The volunteer community, as part of CCEW since its formation, continues to form the underlying broad base of its effectiveness in serving the Greater Miami area. Council planners determined from the beginning that CCEW would be an inter-institutional, community-as-a-whole program, a distinction that has made CCEW unique among CEW programs throughout the nation.

CCEW's Community Advisory council consists of educational representatives appointed by the heads of the seven area institutions who serve women students (Barry College, Dade County Public Schools, Florida Atlantic University, Florida International University, Florida Memorial College, Miami-Dade Community College, and the University of Miami), and twenty additional members elected from the volunteer and employment communities for three-year rotating terms. This volunteer Council takes the community and inter-campus responsibility for advice on programming to the CCEW Center staff. Full Council meetings are held three times during the college year.

Ongoing community programming is carried out by Council members and additional volunteers who serve on the Education, Career, Communications, and

Community Outreach Committees which meet on a regular basis. The heads of each of these committees, plus the President, Vice President, and Secretary, and the past President of the Council, form the Executive Committee which meets monthly.

The Career Committee is made up of 15-20 members who are predominantly personnel managers from Greater Miami employment fields. The Committee's charge is to keep the CCEW Center Staff updated on current employment trends as they relate to women, to counsel on specific opportunities, and to participate in CCEW programs dealing with employment. The Education Committee's membership is made up of all the official Educational Representatives of the Community Advisory Council, other Council members and community appointees. A major function of the Committee is the exchange of ideas on what area institutions are doing in women's education. Special concerns involve investigating and developing curriculum to meet needs of minority groups, and in acting as a catalyst for action by area institutions and agencies. The Community Outreach Committee has recently been formed to identify needs of groups in the community who are not presently being served by CCEW. Members include women who have had a long background in working in the human relations and volunteer fields. The Communications Committee is made up of professional women in journalism, radio, television and public relations, as well as the Directors of Communications in the areas' institutions on the Council.

CCEW CENTER

Each of the seven professional staff members has definite responsibilities for the development and execution of a segment of a project-oriented program. The full-time staff consists of a Coordinator and an Associate Coordinator with faculty status, a Special Associate Coordinator with faculty status, a Special Projects and Community Outreach Coordinator, and the CCEW Center Secretary. Three part-time specialists are responsible for: Communications and Curriculum Development, Information and Referral (also acts as Librarian), and Mailing Coordination. The Associate Coordinator supervises Information and Referral Services and inter-campus communications, serves as Assessment Counselor for personal interviews, and coexecutes curriculum offerings. The CCEW Coordinator's responsibilities encompass the CCEW community, campus, consultancy and administrative areas.

Information and Referral

The core of the CCEW program is its information and referral service which operates through mail, phone, and in-person inquiries and through personal conference.

Information is available on programs at all Greater Miami area educational institutions at all levels, including credit and non-credit courses, career programs, refresher and job-training courses, and enrichment classes. Women interested in returning to work are given career information, or referred to members of the CCEW Career Committee for specifics on the various fields they represent. Others are registered for the next CCEW "Back-to-Work Clinic."

Year-end follow-ups of client referrals indicated that 83 per cent have done something positive as a result of their contact with CCEW. Over the years, women from 19 to 79 years of age, and with educational backgrounds ranging from elementary school to the post-doctoral level, called on CCEW for a helping hand.

E-V-E Programs

Educational, Volunteer, and Employment Opportunity programs have taken the form of opportunity days, My Lady Fair, and job mini-fairs. [These] offer realistic, down-to-earth overviews of what the Greater Miami area can offer women in education and employment today. Also a special feature of these events are "Success Stories" of women who have returned to school and work. Career fields covered recently include banking, finance and insurance; communications; department and food stores; government, hospital health careers; hotel motel restaurant careers; general business; and office careers. Information was also offered on the Florida Department of Commerce Employment Service, opportunities for Spanish-speaking women, specially-funded training programs, temporary help agencies and professional careers.

Courses and Seminars

One of CCEW's most successful programs has been its offerings of Daytime Seminars for Women. Classes are offered in different areas of Dade County at off-campus locations such as churches, synagogues, and the Museum of Science. The program has grown in less than five years from one seminar of twenty-five women students to ten offerings each academic year (not summer) involving over 1,000 women each year. Seminars are held one day a week, 2 1/2 hours, for eight weeks, and are grouped generally in areas of the arts, social issues, humanities, politics, languages, world cultures, and women's studies. Offerings include a Survey Series and more intensive One-Theme Seminars. Recent Survey Series topics have included: Group Encounter, Human Sexuality, Literature of the 70's, Politics: Game or Science, Oceanography, The Young Sound, Decorative Arts, Nutrition and Organic Foods, Family Medicine, Identity Crisis, Revolution in Religion, Using Media Effectively, and New Life Styles. One-Theme Seminars have covered: Women and Environment, Women in Literature, Women and Law, East Asian Politics, Political and Cultural History of the Caribbean, Afro-American History, What You Should Know About Politics, Books That Are Changing America, Anthropology and Social Change, Psychology and the Status of Women, and Contemporary Issues in a Moral and Theological Perspective. As an orientation to urban systems, CCEW has also offered Urban Suburban Mix, covering Local Government, Urban Transportation, Criminal Justice, Drug Abuse, Health Delivery Systems, Community Relations, and Housing Problems. Seminars are conducted by faculty members of all area educational institutions, community leaders in specialized fields, and, when appropriate, by government officials.

In answer to increasing requests from women who are looking for new directions, CCEW introduced "Wider Horizons for Women" in Fall 1972. This course helps women plan the years ahead through self-evaluation, discussion of alternative life styles, independent study projects on community opportunities, testing, and group and individual counseling.

Back to Work Clinics

CCEW holds two-day Back-to-Work Clinics on a regular basis for the woman who wants to investigate a return to work in her field or in a new career. These short-term Clinics provide up-dated information on the ever-changing job market, employer requirements, human relations, training resources, job interview techniques, resume writing, future career information, and group counseling.

Community Outreach Programs

As part of an urban-based campus of a community college, CCEW is aware of its responsibility to reach out to all women in a diverse metropolitan area. The large Spanish-speaking community of Greater Miami has been introduced to opportunities in E-V-E through programs presented in the Spanish language. Members of the Cuban community who serve on the CCEW Community Advisory Council help develop these "Seminarios en E-V-E" and act as narrators and translators. A column in Spanish is carried in each issue of the CCEW newsletter, CUE, and translated press releases are sent to Spanish language newspapers, radio and TV.

A priority goal to encourage the participation of more black women is being outlined through a flexible program known as CCEW's Traveling Rap Center. Originally planned as a mobile unit that would go into various neighborhoods on a scheduled basis, the project began as a series of Sunday afternoon Forums in churches in the Northwest area of Miami. Forum topics included "Women in Community Action," "Women in Political Action," "The Changing Roles of Black Women" and "The Power of Sisterhood." Present plans are to continue and expand such forums, as well as set up regular "raps" with groups throughout Metropolitan Dade County.

Inter-Institutional Programs

Workshops to keep the educational community aware of its responsibility to develop new programming for women are offered each winter. CCEW's 1972 Inter-Campus Practicum, "What's Going On In Women's Education," reviewed the national scene as it related to priorities for change within academia at all levels. Specific workshops dealt with expanding offerings in Women's Studies, Curriculum Changes and Research, Special Counseling Needs of Women, and Women's Activities on Campus.

CCEW also encourages area colleges and universities to offer special Orientation Programs for the mature woman student, and the establishment of groups such as Phi Lambda Pi (married women's recognition society) and W.O.M.E.N. (Women On the March for Education Now), a social and service organization for returning women students. Study Skills Seminars and Group Counseling sessions are held with the cooperation of CCEW educational representatives and counselors on the local campuses.

[CCEW also acts as a community consultant and a clearinghouse, sponsors a speaker's bureau, and maintains an extensive library of materials on women and CEW programs throughout the country.]

Ann Beuf
Faculty Advisor, Penn Women's Studies Planners

UNIVERSITY OF PHILADELPHIA
Philadelphia, Pa. 19104

COLLEGE OF THEMATIC STUDIES: WOMEN'S STUDIES

The recent expansion of consciousness regarding women has led to the realization that the factual material and theoretical constructs underlying academic disciplines are biased and limited by their neglect of the serious study of women. Analysis based upon partial information is inadequate and must now be corrected. Penn Women's Studies Planners (PWSP) proposes that this past neglect be corrected through research and teaching. We see the Women's Theme as a pilot project, the success and viability of which may determine the kind of permanent, interdisciplinary women's studies program to be established at Penn.

We wish to increase our awareness of the role and status of women through an identification of the factors that assign us to "our place" and keep us there. These factors will be explored within the framework of existing academic disciplines, i.e., biology, sociology, psychology, economics, etc. In the Women's Studies theme we want also to emphasize the personal/subjective/experiential aspect of Women's Studies. A significant goal of this theme is the realization of social change within the classroom and through the classroom experience. The individual change accompanying this experience can result in increased self-confidence and self-esteem. The collective nature of this experience can foster ideas of how social change is brought about through collective endeavor.

The College of Thematic Studies (CTS), one of the newest educational programs to be offered at Penn, was created especially for freshmen and sophomores in order to provide an educational environment in which the integration of learning is the rule and not the exception. CTS offers small seminars of no more than 15 students where participants are brought together through a common commitment to an intellectual venture and where faculty/student contact is maximized and flexibility is the keynote. The seminars are supplemented in various ways by tutorials, independent study, field trips, guest speakers, a CTS library and study area, common dining and movies.

Registration for the Women's Studies theme will be open to freshpersons and sophomores and women's studies majors. If class size permits, upperclass women and men will be welcome to register. Students should be prepared to sign up for two seminars and an independent study.

Marion Madrid
Coordinator

SARAH LAWRENCE COLLEGE
Bronxville, N.Y. 10708

THE SARAH LAWRENCE COLLEGE WOMEN'S STUDIES PROGRAM

The Women's Studies Program at Sarah Lawrence College has three components: 1) Undergraduate courses designed with sufficient flexibility to permit students (over a three-year period) to take part in the program at various points in their academic careers, i.e. freshman studies, lecture courses for sophomores and juniors, seminars for advanced students and conference courses; 2) a graduate program leading to a Master of Arts (individualized MA), specializing in Women's History, for women pursuing professional and scholarly aims in the field; and 3) a diversified program for reentry students, which will include those enrolled in the Center for Continuing Education and those participating in a Training Program for Women Leaders and Activists.

The special educational premise of the Program is the integration of the three components, undergraduate, graduate, and reentry. Students will be able to fit into one or more of these components, possibly shifting from one to another, and will be exposed throughout their educational experience at Sarah Lawrence to women of other ages, socio-economic background, academic and professional attainment.

The Women's Studies Program also involves the College's alumnae, a substantial proportion of whom are leaders in their own communities and in their professions, and the general Westchester community. Lecture courses are open to them and to the general public. We expect to develop career counseling clinics in which alumnae may share their work experiences with undergraduates.

Particulars: The Sarah Lawrence College catalogue has detailed information about the undergraduate program and the regular programs of the Center for Continuing Education. Below is more detailed information about two other components of the Women's Studies Program, the Master of Arts in Women's History, and the Training Program for Women Leaders and Activists.

MASTER OF ARTS IN WOMEN'S HISTORY

Directors: Gerda Lerner, Joan Gadol

The M.A. Program in Women's History consists of three ten-credit components, a thesis and a field work or teaching component. Although students' programs are individually planned, it is expected that a student will take ten credits of graduate work in each of the following groupings: 1) Women's History, 2) American or European History, 3) Related field of study such as Literature, Anthropology, Economics, Psychology, Art History. A minimum of two days a week on campus are required. A student requiring additional preparation to fulfill her concentration in Women's History shall take additional conference courses, which shall be counted within her 30 credit requirement.

Teaching or Field Work. Since students seeking an M.A. in Women's History will normally be preparing for careers either in teaching or in fields related to work with women, experience in teaching or field work should be an integral part of their preparation. Teaching should be in the field of women's history, under the supervision of a member of the history faculty. Field work may involve work with women within the college or outside of it and should be under the supervision of a Women's Studies faculty member.

Thesis. A thesis on the history of women in a particular period and/or within a particular discipline will be based on original research from primary sources. The thesis will be under the guidance of a specialist in the area of primary interest to each student.

The graduate student in Women's History will have access to the staff and facilities of the Center for Continuing Education and will be able to exchange experience and knowledge with women of different ages who are connected with other programs at the Center. They will use advanced courses within the Sarah Lawrence undergraduate curriculum to develop their independent programs and will also participate in the Women's Studies program for undergraduates, including possible teaching responsibilities.

Requirements. The Bachelor's Degree is a prerequisite for acceptance to the M.A. program. Students (male or female) may enroll for full-time or part-time study. The course of study can, if taken full-time, be completed in two academic years or three semesters. There is no limitation on completion time. A limited number of tuition scholarships and fellowships will be available to qualified candidates.

TRAINING PROGRAM FOR WOMEN LEADERS AND ACTIVISTS

Acting Director, Center for Continuing Education: Elizabeth Minnich

The purpose of the program is two-fold: 1) To afford time, space and resources for reflection and theoretical study to women who have been active in organizing or leading activities for women and 2) to develop a special seminar at the Center for Continuing Education where these women may participate with undergraduates, graduate students and students from the Center for Continuing Education in an experimental program combining theoretical and field work among women.

I. Time, space and resources. A small group of women will be offered financial support as their needs dictate in order to spend one year at Sarah Lawrence College in a program fitting their individual needs. The full resources of the College and the Women's Studies Program will be put at their disposal. Essentially, they may follow one of several educational routes:

a) Some--perhaps only a small minority--who have the B.A. and the required interest and qualifications, may wish to become part of our M.A. program in Women's History.

b) Some women who have interrupted their undergraduate education, or have not yet started on it, may wish to work towards a B.A. degree in order to upgrade their skills and earning capacity. Such women, depending on their educational backgrounds and requirements, may use this year to enter the regular Center for Continuing Education program with a view toward eventually matriculating as Sarah Lawrence undergraduates. Others may simply wish to take one year of undergraduate study at Sarah Lawrence.

c) Some women may wish to take out a year from their active lives in order to pursue a particular educational concern, to do research or study or read on a topic of interest to them. Some, without wanting matriculation, credits or certification, may wish to pursue a creative or theoretical interest without the pull of outward distractions and demands on their time and energy. We have in mind the kind of restful free interlude which Radcliffe College affords to a handful of post-doctoral women scholars each year. With this difference: we want to make such an opportunity available regardless of prior educational qualifications to women whose life experience and activities have been dedicated to the improvement of the lives of other women. We believe firmly that the life work of such women deserves as much validation and credit as does attendance at some institutions designated as "educational" by our society. We expect to learn as much from these women as they could hope to learn from us.

Programs for each woman will be carefully worked out and guided by a faculty don. Since this is an educational experiment we expect participants will develop a sense of responsibility to the project and to the concept of combining theory and practice in the work of women.

II. The special seminar: "Women Organizing Women." Each woman participating in the training program will be obliged to participate in this seminar, whatever else she may choose to do during the year. The seminar will also be open to a small group of undergraduates, graduate students and women from the Center for Continuing Education. It will meet weekly or twice a week. Its program will be largely fashioned by the participants, but it should include these features: 1) a "writing and thinking" seminar (perhaps a few months' duration) in which reading, writing and thinking skills can be developed. The subject matter would be some theoretical work dealing with matters close to the organizational experience of the participants. 2) A period of some months in which theoretical reading is done. This might include books on urban sociology, reform movement history, women's studies, theories of organizing and political lobbying, etc. 3) A field work project or participation in one or several ongoing field work projects involving women. It is to be expected that the women activists would serve as instructors, directors and guides to those less experienced in practical work. The special seminar could serve as a workshop for discussing problems, solving crises, giving practical help such as developing leaflets, posters, newsletters, researching for a lobbying effort, etc. The content and shape of the seminar would largely depend on the interests and needs of participants. The general direction of it should be to fuse theory and practice and to learn cooperatively what needs to be learned in order to make social changes for women.

Juanita H. Williams
Director

UNIVERSITY OF SOUTH FLORIDA
Tampa, Florida 33620

WOMEN'S STUDIES PROGRAM

[Ed. note: The Women's Studies Program at the University of South Florida is a non-degree program, part of the College of Social and Behavioral Sciences. It began offering courses in 1972.]

I. INTRODUCTION

The heretofore distinctive status and presently changing role(s) of women are receiving increasing attention and examination in our society, as well as in others. Women now constitute 51% of the population of the U.S. During this period of revolutionary social change, women, as well as men, are becoming increasingly aware of, and are beginning to examine more criticially, traditional assumptions about the respective treatment accorded them by society.

Commissions to investigate the status of women, both in the U.S. and abroad, and emerging legislation against some aspects of differential treatment based on sex, attest to official recognition that the lives of women have been legally, economically, politically, and socially different from those of men, and that this difference is evoked by the sexual category to which a person belongs rather than by characteristics that are relevant to participation in the full life of the society.

Women have been so pervasively outside the mainstream of society that their present emergence into national attention has confronted us with a number of problems that should be important to the academic community:

1) Conventional academic disciplines have been designed, taught, and largely researched by men, and have little or nothing to say about women. Example: John Atkinson, in a well-known book on the achievement motive (800 pages) gives a footnote to the problem of the achievement motive in women; he says essentially that very little is known about it, which is true. Also, until the recent research by Masters and Johnson, practically nothing was known about female sexuality, and existing "theories" were in support of an ideology about women that was unembarrassed by lack of empirical data.

2) The issue with women, as with blacks, involves the development of human potential. The analogy between women and blacks in our society has been made many times and does not need to be further explored here. The academic community must take steps to participate actively in meeting the needs, however recently felt, of groups of persons who are growing into a new awareness of their identity and who need support in examining their past, present and future as they seek to become more productively integrated into the larger society.

3) Crucial social issues, about which many generalizations exist, are giving rise to policies which have no adequate and critical scholarship to support them. For example, the relationship among women's role priorities, effective birth control programs, and urbanization; alternatives to the nuclear family as a basic unit of social organization; the role of society as an agent of early socialization (day care), and the interest of society in matters of abortion and population planning. Female studies, then, have as a goal the production of research to provide empirical data on women as they are, and to produce theory which is adequate to conceptualize the data. In the process of reaching this goal, such studies will educate and orient students toward known facts about women and toward examination of causation. Such a process will help to correct the biases of conventional wisdom, and will weaken the normative sex-typed constraints on women's (and men's) behavior.

Precedents for Women's Studies exist at practically all the major universities (Cornell, Stanford, Barnard, Princeton, Rutgers, Columbia, and many others). Experience with a CBS 203 course, Contemporary Woman, and the reactions of students, both male and female, have provided evidence of the need for a wider curriculum in this area. Undergraduate women are aware of their need to redefine roles and goals at a time when lengthened life span and contraction of child bearing years raise serious questions as to how they will define achievement and fulfillment.

II. RATIONALE FOR A SEPARATE PROGRAM

A. The needs of the program are broadly interdisciplinary, including history, psychology, anthropology, sociology, biology, political science, and economics--perhaps others. A separate program could draw highly capable people from all over the University rather than being confined to the resources of a department.
B. The program could provide structure for expansion to include a future major or area of concentration.
C. It provides boundaries for identification with, and sharing of commitment to, problems of common interest.
D. It signals an unambiguous commitment to extending knowledge about women and established priorities for supporting empirical and theoretical research on women.
E. Hypothetically, such programs as Female Studies and Afro-American Studies may cease to exist when the interests of the subject populations become assimilated into the existing structure of academic enterprise. For the present, however, it is necessary to formulate programs which will essentially promote these interests and bring them into the arena of respectability where they will be recognized as an integral part of <u>every</u> course taught at the University.

III. CURRICULUM

<u>Introduction to Women's Studies</u> (4)
A survey of the major issues relevant to the female experience; psychological, sociological and anthropological perspectives. Interdisciplinary faculty.

Image of Women in Western Civilization (4, 4, 4)
Interdisciplinary and comparative study of women in Western civilization, with particular emphasis on the historical sources and evolution of anti-feminist attitudes in selected societies. WS 309: Pre-Biblical period through the Middle Ages. WS 310: Renaissance through the eighteenth century. WS 311: Nineteenth and twentieth centuries.

Contemporary Woman in the United States (4)
Economic, political, and social considerations of woman's role in modern society. Changing life-styles and family patterns. Generational differences among today's women. Effects of the media in shaping attitudes, self-concept, and expectations of men and women in our society.

Women in Cross-cultural Perspective (4)
Roles of women in selected cultures, with emphasis on Third World and primitive societies. Examples from least to most differentiated cultures. Influence of family models, kinship systems, economic patterns, political structure, and belief systems.

Women and Social Change (4)
The history of the feminist movement in the U.S. and Britain. Women in the rank-and-file of reform in America, including abolitionism, the settlement house movement, labor unions, political revolution in Western society, and Third World liberation. Sources and issues of the women's liberation movement.

Psychology of Women (4)
An examination of theories of female personality. Concepts of personality theory regarding sex differences, differential socialization, and sex-typed behavior. Particular attention to research on achievement motivation, cognitive, perceptual, and motor performance differences, and to developmental tasks of women in our society.

Human Sexual Behavior (4)
The dynamics of human sexuality including biological, constitutional, cultural, and psychological aspects. Exploration of the range of sexual behavior across groups. Sources of beliefs and attitudes about sex, especially female sexuality, current status. Interdisciplinary faculty.

Selected Topics (4)
Study in special areas such as Women and the Law, The Aging Woman, Women and the Professions, Women in the Arts.

Seminar in Women's Studies (4)
PR: WS 201, 315 or CI. In-depth study of research in one or more areas of topical interest to students and staff. Research involvement by students required.

Florence Howe
Coordinator

STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
Box 210, Old Westbury, New York 11568

THE WOMEN'S STUDIES PROGRAM

Women's Studies at Old Westbury is a concentration within the American Studies Program (which also offers specialization in Labor Studies, History, and Literature). Courses taught in Women's Studies aim at an understanding of women's lives, their history, work, and education. By drawing upon a large body of neglected material, we explore the work and family identities of women and analyze the roles women have played and continue to play in the economy; in politics; in social, religious, and legal institutions. At the same time, we examine the ways in which society and women themselves view female and male. We try to understand discrimination against women and how it can be overcome.

In 1971 eight women team-taught the first introductory Women's Studies course at Old Westbury. During the second semester three courses were given, and in 1972-73 eleven courses. In 1973-74 Women's Studies at Old Westbury will have twenty-five course listings. The rapid growth of the program can be attributed to the enthusiasm and interest of women both within Women's Studies and in other programs at the college. (Many Women's Studies courses are given or cross-listed in other programs.) A planning committee comprised of students, teachers and staff meets regularly throughout the school year to exchange information about courses and to plan for the future. In 1972-73 Women's Studies held meetings with members of the Long Island community and conducted a special weekend planning conference. We hope that such meetings and conferences will help to keep us in touch with the interests and needs of those women the college serves--both students and community members.

Women's Studies at Old Westbury has, from the start, enjoyed a close relationship with The Feminist Press, a non-profit, tax-exempt educational and publishing organization. The Clearinghouse on Women's Studies, an educational project of the press, provides useful data on courses and programs offered in colleges and high schools across the country and staffs a library for women's studies students and faculty. Staff members of the Press have taught courses in the program and in the year 1973-74 will continue to offer a Publishing Workshop to students at the college. In addition, work-study students have often found unusual learning opportunities at The Feminist Press on such projects as the Women's Studies Newsletter.

The B.A.: Students who want a B.A. in Women's Studies will also be American Studies majors. Course requirements are:

The American People I and II
Introduction to Women's Studies
Five Courses in Women's Studies
Investigative Reporting
Senior Project

[Ed. note: for complete list of courses, write to program coordinator.]

Julie Stindt
Coordinator
(Statement by Kathy Barry)

WAYNE COUNTY COMMUNITY COLLEGE
Detroit, Michigan 48201

WOMEN'S STUDIES PROGRAM

History

A new program of Women's Studies has been developed at Wayne County Community College. A Detroit feminist appealed to this young, liberal and open-door college early in 1972 seeking to have Women's Studies established there. The college was initially eager (one must be relevant to all those movements if one is liberal). Course outlines were developed and within a few months a Women's Studies course in sex roles was underway. Now feminists are supposed to behave themselves once accepted into the hallowed halls of patriarchy. But we didn't. Men were actively discouraged from the Women's Studies class in that they always tend to be the center of attention and in that this battle was waged and courses were offered for women. The courses in this program would be feminist and there would be no catering to the "men who are also oppressed" notion. Logically, the few men who enrolled sought revenge and complained to every listening ear about how they were discriminated against (the actual event that caused this reaction was the statement by the instructor that men would have to have a separate discussion group from women and that they (men) should hold their questions until the end of class.) The complaints fell on eager ears. Administrators supported the men's grievances. We were asked to change our structure immediately.

Women from diverse groups in the Women's Movement came together and we stepped up our demands. No men, a department of our own, and special consideration for credentialing of feminists as instructors. After a series of heated meetings we won most of our demands:

1. We have a commitment from the President to a Women's Studies department when we have enough courses to justify it.
2. Each semester the number of courses and sections per course will be expanded.
3. It is within the college policy to establish separate courses or discussion groups for the men recognizing women's right to deal with her oppression without male assistance or interference.
4. Feminists without Masters and Bachelors degrees are eligible to apply as instructors of Women's Studies courses.

We are now well on the way to getting our own department, and by meeting head on the issues and threats such as the role of men in Women's Studies we are free to act more affirmatively for women (and men have lost interest in Women's Studies).

Rationale

Complaints of women students and instructors at Wayne County Community College have made us aware of the depth of sexism here. WCCC has already been cited by the Michigan Civil Rights Commission for non-compliance with the Civil Rights Act regarding sex discrimination. While hundreds of Women's Studies courses and departments have proliferated throughout the country for the past three years, WCCC's retarded efforts have resulted in one token Women's Studies course which was carefully controlled and highly manipulated by the college power structure.

Women's Studies as presently envisioned by WCCC is a token effort doomed to failure. This college's lack of commitment to Women's Studies is clear in its insistence that all courses be placed under the control of one traditional department, Sociology. Traditional department control has been exerted to limit Women's Studies in the following ways:

Women's Studies is faced with the credentialing of instructors to meet the requirement of the department the courses are under, in this case, Sociology. The meeting of these department requirements will not qualify an instructor of Women's Studies. Women's Studies includes all aspects of the study of women: psychology, sex roles, history, culture, economics, etc. No present department requirements qualify women for the unique field of Women's Studies. Therefore, credentialing of women must be re-evaluated for Women's Studies. Because there are presently few advanced degrees available to women in Women's Studies, the experience and study of feminists must be considered in establishing credentials for teaching Women's Studies.

Women's Studies courses and content are manipulated and distorted to fit into a given department, in this case Sociology. Women's History to be offered through the Sociology Department has been forced to change its title and content to make it "sociologically sound." This has resulted in a distortion of feminist history. No other area of study is ever required to go through such machinations and watering down of course content.

Psychology departments are headed by psychologists; English departments by specialists in English; Sociology by sociologists. Each department head is well grounded in her or his own subject area. It logically follows that Women's Studies would be chaired by a feminist instead of being under the control of a traditional department chaired by an antifeminist.

Demands

Because of the sexism of WCCC, and the limitations placed on Women's Studies, now we are demanding the following:

1) An independent Women's Studies Department offering a wide range of Women's Studies courses.

2. A feminist who is knowledgeable in Women's Studies to chair the department. This person would haveto be chosen with the approval of a committee from the Women's Movement in Detroit. We would recommend that, during the first several months of operation of a Women's Studies Department, a feminist be employed in a full-time instructor's position. Because initially the Department would be small, she would have half-time administrative duries and half-time teaching responsibilities.

3. The development of a new plan for the credentialing of Women's Studies instructors. This would include consideration of feminist experience, study, research.

4. The immediate organization of a Women's Studies Committee consisting of Detroit feminists. This committee would be formed from the Women's Movement and would function to work with the appropriate WCCC administrative staff insuring that these demands are met to our satisfaction. The committee would be involved in:

    1. hiring Department chairwoman
    2. reviewing Women's Studies courses to be offered
    3. working with Chairwoman to screen and select feminist instructors
    4. determining credentials for instructors.

In addition, we demand to be relieved from the over-scrutiny of Women's Studies courses, content, and instructors, a zealousness of the College that we do not find exhibited toward other courses and instructors.

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